R 4800-2 B

STAFF development programs throughout the nation are seriously flawed, many educators believe. They charge that confusion exists about goals and how to achieve them, that standards and accountability are lacking. For the second in a series of articles:

See Page 12.

STUDENTS entitled to Social Security education benefits had to enroll in college before last May 1 in order to receive them. A substantial increase in the number of new recipients in the program suggests that many of the eligible seniors beat the deadline.

Story on Page 9.

SCHOOLS in rural settings frequently have to cope with school-improvement programs designed for urban districts. A new study suggests that to be effective rural programs must reflect the special characteristics of the surrounding community.

Story on Page 7.

EDUCATION WEEK

American Education's Newspaper of Record

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Justice Dept. To Back Local Opponents of Busing

Rights Group Seeks To Intervene in Charleston Case

By Susan Walton and Eileen White

WASHINGTON—Amid strong signals that the Reagan Administration is hardening its opposition to busing for school desegregation, the N.A.A.C.P. Legal Defense and Education Fund has asked a federal judge for permission to intervene in the U. S. Justice Department's desegregation suit against the Charleston County, S. C., public schools.

Charging that the Justice Department, which filed the suit in January 1981, will not adequately represent the black plaintiffs in the case, the civil-rights group filed its request late last month.

See related stories on page 4.

"We are seeking to intervene because the Justice Department cannot be relied upon to protect the interests of minority students," said Theodore M. Shaw, assistant counsel for the legal-defense fund.

The action in the Charleston case came shortly before the department's civil-rights division issued a statement last week that said the Administration would "support modification in court" of existing desegregation decrees.

"The Justice Department is opposed to relying on mandatory busing as a remedial technique to desegregate public schools," said the statement from William Bradford Reynolds, the assistant attorney general for civil rights. "Where a school board seeks to modify a busing plan that is not working, and requests our support, we will, of course, give that request serious consideration," the statement said.

"We have spoken with some parties dissatisfied with outstanding busing decrees, and possible Justice Department participation in an effort at modification is being considered with respect to several school districts," it continued.

Federal Court Order

More than 700 of the nation's approximately 16,000 school districts are under federal court order to desegregate, according to statistics gathered by the Education Department's office for civil rights. About 1,100 other districts have negotiated desegregation agreements with the federal government or have voluntarily desegregated.

At most, 3.6 percent of the children attending public schools are involuntarily bused for desegregation, according to the U. S. Commission on Civil Rights.

The statement by Mr. Reynolds does not represent a new policy, according to John V. Wilson, a Justice Department spokesman. The department has already supported efforts in federal court by the school board in

Continued on Page 16

Most Serve in Deeply Troubled Urban Districts

For Black Administrators, Little Progress and Few Openings

By Susan G. Foster

In 1969, when the Rockefeller Foundation first began its leadership training program in an attempt to increase the number of minority administrators, only 17 black superintendents were identified nationwide.

Today, 13 years later, fewer than 100 of the 16,000 school districts in the U. S. are headed by blacks, according to a recent study of women and minorities in school administration by the American Association of School Administrators (A.A.S.A.). During this same period, the proportion of minority students in the nation's public schools increased dramatically, particularly in large urban school systems.

It is in these city school systems—now made up predominantly of minority-group students and often in severe fiscal distress—that most black superintendents, and their colleagues at lower levels of administration, are serving.

The A.A.S.A. survey also confirmed a widely held belief that the number of black men and women in school administration is not keeping pace with the proportion of blacks in the population at large. It found that black men and women occupy only 8.7 percent of the total number of school-administrator positions in the U. S.; blacks constitute 11.7 percent of the nation's population.

Of the 7,417 school superintendents involved in the A.A.S.A. survey, fewer than than 1 percent were black men and women. The survey included 50 states and the District of Columbia, but only 28 states provided data on both ethnicity and sex of school-system officials.

Superintendencies Reported

About 6.6 percent of the 3,094 deputy or assistant school superintendencies reported on were held by black men and women. And among the 43,008 school principalships reported on in the survey, about 3,332 or 7.7 percent were occupied by black men and women.

In fact, according to the school-administrators' and other studies, the number of school principalships held by blacks has declined substantially since the mid-1960's.

For black administrators to attain the proportional representation that blacks

Continued on Page 17

Black administrators are "shut out" of fiscally healthy school districts, say Hugh J. Scott of Hunter College (left) and Alonzo A. Crim of Atlanta.

Criticism Moves Bell To Withdraw Special-Ed. Rules

House Panels Approve Bill To Veto Changes

By Tom Mirga

WASHINGTON—Secretary of Education Terrel H. Bell told members of a House education panel last week that he would "withdraw for further study" six of the most controversial changes that the Reagan Administration has proposed making in federal regulations governing the education of handicapped children.

That act, however, did not fully satisfy members of the House Subcommittee on Select Education, who unanimously voted in favor of a bill calling on the full Congress to veto the proposed new regulations for the Education for All Handicapped Children Act of 1975, also known as P. L. 94-142.

The House Education and Labor Committee also voted unanimously in favor of the bill, H J Res 558, late last week. Committee staff members predicted that the full House would consider the bill before it recessed for the November elections last Friday.

Proposed Changes

The six proposed changes that would be withdrawn, Mr. Bell said, include those involving: procedural safeguards; "least restrictive environment"; related services; timelines; meetings on individualized instruction programs; and qualifications of personnel.

But members of the subcommittee repeatedly asked Mr. Bell to clarify just what he meant by the word "withdrawal."

"Before we leave Washington [for an eight-week recess], we want to know whether these six areas are still open to changes," an angry Representative George Miller, Democrat of California, shouted at the Secretary.

Mr. Bell responded that he did not intend "to draft new language on these topics at present," but if he did, those changes would be made public through a notice in the *Federal Register*.

Earlier in the hearing Mr. Bell said that "strong public criticism" led to the decision to withdraw the controversial sections of the Reagan Administration's proposal to revise the existing regulations for P. L. 94-142.

"Our rules have moved too far," he acknowledged. "We feel that it's time to make some alterations."

Continued on Page 16

IN SUMMARY

Assessing Desegregation in Wilmington
A new and comprehensive study of the city's metropolitan school-desegregation program reveals that students from integrated neighborhoods made the most academic progress. **Story on Page 4.**

Paying for 'Busing' in Dallas
As part of a program to encourage students to transfer voluntarily to schools where they will be in the minority, some parents can earn $720 annually for driving their children to school. **Story on Page 4.**

A New Educational Mission in California
General Motors, the United Auto Workers, and the state's department of education are cooperating in an unusual new program to retrain automobile workers who have lost their jobs. **Story on Page 4.**

Extraordinary Pledges in Boston
Business, civic, and educational leaders have signed the "Boston Compact"—a broad-based school-improvement program one participant calls the nation's most innovative. **Story on Page 6.**

Tightening Access in 'Open-Door' Colleges
Two-year colleges, reacting to costly remedial programs and public demands for higher standards, are tightening requirements for admission and graduation. **Story on Page 6.**

The 'Fast Track' to Academic Quality
In presentations to the National Commission on Excellence in Education, researchers called on schools to demand more of students and to experiment with new tracking systems. **Story on Page 8.**

Squeezing Through a Loophole
Based on the number of new students receiving Social Security education benefits, it appears that a great many of those eligible enrolled in college before the May 1 cutoff date. **Story on Page 9.**

Moving Into the Computer Age
Pennsylvania's governor and secretary of education plan a number of steps to increase computer use in schools, including a compulsory computer course for 8th graders. **Story on Page 15.**

The Golden Arches Go to School
At a cost of $300,000, the McDonald's Corporation has established the first fast-food operation in a public vocational school to test products and train future workers. **Story on Page 15.**

Books Column 19
Colleges Column 6
Commentary .... 19 and 24
Databanks .... 11 and 14
Deadlines 21
Events 20
Federal File 9
In Federal Agencies 10
Letters 19
Marketplace 23
New Bills 10
Washington News 9

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Congress Urges Stronger Schools, Better Defense

Two prominent Congressional Democrats have joined forces to sponsor a bill to boost mathematics, science, foreign-language, and technology programs in the schools.

Representative Carl D. Perkins of Kentucky, the chairman of the House Education and Labor Committee, and Senator Gary Hart of Colorado, began hearings last week on their bill, which is supported by a wide range of education and business groups.

The bill's title, "American defense education act," was chosen to encourage the same kind of public support that existed for another bill to strengthen such programs: the National Defense Education Act, which the Congress passed in 1958.

"The launching of Sputnik in 1957 awakened the Congress and the American people to the urgency of strengthening and encouraging education," said Senator Hart. "It is imperative in 1982 to acknowledge [that] the economic and national security of our nation depends on the education and the training of our people."

Block-Grant Results Hard To Assess, G.A.O. Concludes

The shift from federal to state evaluation of block-grant programs may hinder efforts to assess how well the programs achieve their objectives, according to a new report from the General Accounting Office, the investigative arm of the Congress.

Based on a review of previous block grants, the report, *Lessons Learned From Past Block Grants: Implications for Congressional Oversight*, finds that the shift has opened a "gap in accountability" for the programs. The G.A.O. investigators analyzed the requirements for their effective evaluation.

Because the states have no common system of collecting information about the programs, future evaluation efforts are likely to be problematic, according to the report.

The investigators also found that there is "no conclusive pattern to the effects of the pre-1981 block grants on the administrative costs of state and local grantees." Hence, the report says, past experience does not necessarily bear out Administration assertions that the new system will save money.

"The lack of any consistency in earlier findings of differences in administrative costs between block grants and categorical programs suggests that the cost savings that resulted from administering block grants would not, by themselves have offset budget cuts of greater than 10 percent in programmatic activities," the report states.

In addition, the investigators found that past experience does not bear out the claim that under block-grant programs, poor and disadvantaged citizens would not be adequately served.

The report was prepared at the request of Charles B. Rangel, Democrat of New York.

Teachers College Dedicates Library

The research library of Columbia University's Teachers College, which claims to have the largest collection of education books and materials in the world, was dedicated last week as the Milbank Memorial Library in honor of the family that supported its extensive renovation and modernization.

The library, named for Dunlevy and Katharine Fowler Milbank and their son, Thomas F. Milbank, former trustees of the college, contains 394,000 volumes, 1,811 current periodical titles, 1,994 linear feet of manuscripts, and an extensive collection of microfiche, film, and other "nonprint" materials, according to Isabel Mount, director of the office of public relations.

The collection also includes such items as the archives of the New York City school system.

To improve access to these materials, the library has been technologically refurbished, and now has additional computer and other sophisticated information systems, according to Ms. Mount.

The project, begun in 1979, cost $7.7 million and was funded by contributions from The Dunlevy Milbank Foundation Inc., the J. M. Foundation, and Thomas F. Milbank and others.

Higher Education Feted in Ceremonies Across the Country

This week, more than 1,000 colleges and universities across the country are expected to celebrate higher-education's contributions to American society with a variety of academic and ceremonial events. The governors of all 50 states and the mayors of 15 major cities have issued proclamations in honor of the week.

The activities will highlight the second year of the "America's Energy is Mindpower" campaign sponsored by the Council for the Advancement and Support of Education, a Washington-based organization representing colleges and universities.

In Washington, college and university officials will gather to honor the Rev. Theodore M. Hesburgh, president of the University of Notre Dame. In a ceremony including Secretary of Education Terrel H. Bell and many of higher education's prominent national leaders, the outspoken Father Hesburgh will receive the Thomas Jefferson Medal, established last year by C.A.S.E. to honor an American who provides national educational leadership. The first recipient was John Gardner, former Secretary of Health, Education, and Welfare and founder of Common Cause.

STATES

N.Y. State Board Seeks To Prohibit Corporal Punishment

The New York Board of Regents last week decided to seek an amendment to the N. Y. penal code that would clearly grant authority to the state board of education to ban corporal punishment as a disciplinary measure.

The state board of regents, which has opposed the use of corporal punishment in disciplining students, will petition the legislature for the change, according to Christopher Carpenter, a spokesman for the state department of education.

Under a provision of the state penal code, he said, parents and teachers are exempt from any criminal assault charges stemming from the use of corporal punishment.

In an opinion written by the lawyer for the state department of education, that provision was interpreted as precluding a formal statewide policy opposing corporal punishment in the schools.

A separate opinion issued by the state chapter of the American Civil Liberties Union, however, argued just the opposite.

Because of the conflict in legal interpretation, according to Mr. Carpenter, the state board has not issued a rule banning the practice.

"Informally, the department policy has been to allow local school districts to make their own policy. As a result, some do and some don't," Mr. Carpenter added.

Charges Pending Against Ala. Gov. In Prayer Case

Two contempt-of-court charges, one civil and one criminal, were still pending against Alabama Gov. Forrest H. (Fob) James as of late last week. The charges allege that Governor James has encouraged teachers to defy a court injunction against the state's new school-prayer law.

The injunction was handed down this summer by U. S. District Judge W. B. Hand, who ordered that the law, which permits teachers to lead "willing students" in prayer, not be executed until a trial has been held on its constitutionality.

Thousands of Students Apparently Met Deadline for College Aid

Continued from Page 9

file reports with Social Security over the summer affirming that they will maintain a full course load in college in the current term.

Under a law passed by the Congress in late August 1981, last year's high-school seniors who did not manage to enroll in college by the beginning of May could not receive the benefits, which averaged $260 per month last year.

The new law also stipulated that student benefits would be cut by 25 percent during each of the next four years until the program is totally phased out in April 1985.

The program is intended to help offset the college costs of the children of disabled, retired, or deceased workers.

Social Security officials came under intense criticism from members of Congress and a number of education officials earlier this year for failing to notify high-school seniors who may have been expecting the college benefits that they would not receive the aid if they failed to enroll in college by the May 1 deadline.

The Congress' actions on the Social Security college-benefit program went largely unnoticed until mid-December last year.

At that time, Social Security administrators said that a full-scale notification effort was not undertaken because the Congress intended to cut students from the Social Security rolls, and it was not the intent of the agency to notify students of "legal loopholes" that could be used to circumvent the Congress's intent.

The Social Security officials also said that such an effort was not warranted because few high-school students would have been able to disrupt their academic schedules in mid-year and enroll in college before graduating.

John P. Mallan, a lobbyist for the American Association of State Colleges and Universities, said the agency's figures on benefits paid to college students appear to contradict the Administration officials' predictions.

"The agency's figures suggest that the campaign to get high-school students enrolled in college was much more successful than anyone could have predicted," Mr. Mallan said. "I'm quite pleased."

After the May 1 cutoff date became widely known last winter, a number of school districts and post-secondary institutions reported that they were cooperating in efforts to enroll students in college before they graduated from high school.

One such college—Suffolk County Community College on Long Island, N.Y.—allowed some 400 high-school seniors to enroll for classes, according to Herbert W. Zagarow, dean of students at the college's Riverhead campus.

The college's trustees commissioned Mr. Zagarow to conduct a study of those students. Although it is not complete, Mr. Zagarow said the study will probably indicate that the high-school seniors who rushed into college "ran into only slightly greater academic difficulties than normal college freshmen."

"Registration for the winter term ended only recently, so we still haven't had an opportunity to gauge how many of these students have returned to school," he continued. "But my general impression is that the retention rate will be very close to that of our typical freshmen."

Mr. Zagarow explained that this will probably be the case because "most of these kids planned to attend college anyway."

"So, even if they did not do as well academically as did typical freshmen in their first year, we expect that they will do just as well in the long run," he said.

DATABANK

The Number of Computers in the Schools

The tables below are projections developed from a survey last April of 900 public schools conducted by a private contractor for the National Center for Education Statistics. Released last month, the survey found that the number of personal computers used in schools for instructional purposes tripled between the fall of 1980 and the spring of 1982.

Grade Level	All Uses			Instructional Uses		
	Total	Number of Micros	Number of Terminals	Total	Number of Micros	Number of Terminals
Total	132,459	101,987	30,472	120,908	96,462	24,446
		(in percents)				
Elementary	21	24	13	22	24	13
Secondary	75	72	83	74	72	82
Combined and Other	4	4	5	4	4	5

NOTE: Percents may not add to 100 because of rounding.

Public Schools with Computers Available for Instruction in 1981-82

Grade Level	Total Number of Schools	Number of Schools With Micros	Number of Schools With Terminals	Number of Schools With Computers
Total	81,970	27,501	5,898	29,028
		(In percents of column 1)		
Total	81,970	34	7	35
Elementary	50,800	22	2	22
Secondary	25,297	60	18	64
Combined and Other	5,874	20	6	24

Major Uses of Microcomputers for Instruction in 1981-82

Grade Level	Number of Schools With Micros	Major Uses of Microcomputers				
		Compensatory and Remedial	Basic Skills	Learning Enrichment	Computer Literacy	Computer Science
Total	27,501	3,910	5,103	5,174	9,055	6,237
			(In percents of column 1)			
Total	27,501	14	19	19	33	23
Elementary	11,050	18	29	21	29	7
Jr. High	5,774	20	11	19	30	10
Sr. High	9,504	6	12	18	39	49
Combined and Other	1,173	19	6	4	34	15

Major Uses of Terminals for Instruction in 1981-82

Grade Level	Number of Schools With Micros	Major Uses of Microcomputers				
		Compensatory and Remedial	Basic Skills	Learning Enrichment	Computer Literacy	Computer Science
Total	5,898	698	754	1,422	1,308	2,005
			(In percents of column 1)			
Total	5,898	12	13	24	22	34
Elementary	956	23	20	28	0	0
Jr. High	978	28	10	23	23	14
Sr. High	3,620	6	13	21	28	47
Combined and Other	343	0	0	50	15	45

NOTE: Percents do not add to 100 since a school can report zero, one, or more than one "major uses."
SOURCE: National Center for Education Statistics

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For additional information on the workshops and conference, or on the Institute, please contact Teresa Vilardi, Associate Director

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Progress Slow, Prospects Dim for Blacks in Administration

Continued from Page 1

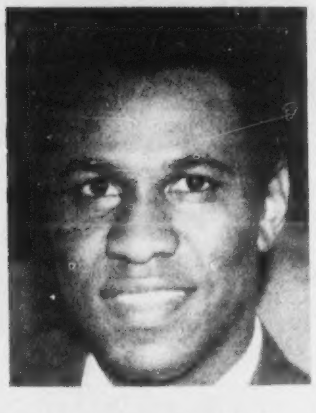
have in the larger society, their number would have to increase by 50 percent—a highly unlikely prospect, according to the A.A.S.A. study.

The study notes that the proportion of minority teachers—the pool from which black administrators would be drawn—is even smaller, 7.8 percent.

"These figures are indeed grim in light of the growth of minority children in the schools," the report states. It adds that "the underrepresentation of minorities in teaching and school administration" is attributable not just to the "lack of recruitment of more minority teachers, but [to] their lack of preparation to enter the profession, and [to] their inability to obtain a higher education."

Taking exception to that conclusion, Ronald R. Edmonds, professor of education at Michigan State University and the author of widely cited studies on the qualities of "effective schools," said that any growth in the number of black administrators will depend largely on "those who are already experienced, certified, and teaching."

"We cannot look to those presently entering the field as the source for solving the problem," Mr. Edmonds said, citing the layoffs of young teachers that have resulted from declining enrollments.



Willie W. Herenton heads Memphis public schools.

Several administrators said in interviews, however, that they believe the current period of retrenchment in education will combine with what they view as the continuation of discriminatory hiring practices to further diminish the number of professional opportunities for black educators.

"We're not in a growth era, so the opportunities are just not there now," said Willie W. Herenton, superintendent of the Memphis public schools. "The very small gains we've made are the ones we should struggle to maintain."

Jobs Unattractive

Not only are there relatively few black administrators, according to Charles D. Moody, a professor of education at the University of Michigan, but the majority of them serve in urban school systems with social and economic problems so severe that the jobs are "no longer attractive to white males."

In his 1980 book entitled *The Black School Superintendent: Messiah or Scapegoat?*, Hugh J. Scott, dean of the division of educational programs at Hunter College, agreed, contending that the number of black administrators "will rise in proportion to the number of school districts that are becoming bankrupt."

"Very rarely does a black become superintendent when a district is financially solvent," Mr. Scott asserted.

"In most big, urban areas, you're going to find a black superintendent," said Everett J. Williams, area superintendent of the New Orleans school district. White administrators, he explained, are not anxious to take on school districts that have predominantly black student enrollments.

The Council of Great City Schools estimates that 75 percent of the five million students in the 28 urban school systems it represents are members of minority groups, and 30 percent are from families whose income is below the poverty level.

"The perception is that the school district is difficult to manage because of the problems of minority students," Mr. Williams said. White school administrators "don't know what to do, so they turn the system over to black administrators."

Mr. Moody, who founded the National Alliance of Black School Educators after conducting a survey of black superintendents in 1970, contended that black superintendents are most often hired by school boards made up mostly of black or other minority members. In addition, the districts usually have a severe budget deficit and receive a considerable amount of federal aid for compensatory education.

In such communities, he added, many citizens have lost confidence in the public schools and are not likely to be supportive.

Positions Lost

Although comprehensive national data on blacks in administrative positions are not available, several regional studies suggest that more blacks occupied administrative positions prior to school desegregation. But when school districts were consolidated, minority administrators often lost their positions or were demoted.

For example, in Delaware the number of black principals declined from 50 in 1964 to 16 in 1970. In Virginia, there were 107 black secondary-school principals in 1964, compared to 10 in 1970.

The most dramatic decline found by the A.A.S.A. occurred in Kentucky, where 350 black principals were reported in 1964 and only 36 in 1970.

The pattern linking black administrators to predominantly black urban systems that has developed over the years will probably continue for some time, according to Mr. Scott.

"There's less chance that blacks will be found heading up predominantly white districts," said the Hunter College dean, who from 1970 to 1973 was superintendent of the District of Columbia school system.

"School boards want an administrator who is experienced," he noted, and because of discrimination, "there aren't a great number of blacks who've had upper-echelon experience."

According to Alonzo A. Crim, Atlanta's superintendent, school boards in predominantly white districts "don't look for competent black administrators" until the system has "tipped" toward racial imbalance. Minority educators, he said, have "tended not to aspire [to positions of leadership] because they've been closed out" of administrative positions in predominantly white school districts.

Richard Green, who was promoted from within to become superintendent of the Minneapolis public schools, said that, historically, the position of superintendent has not been filled by black educators. And since the advent of integration, he added, blacks have had even fewer opportunities.

Mr. Green, who has served in the Minneapolis school system throughout most of his career, became one of the few black superintendents to head a major urban school system of mostly white students when he was selected in 1978. "My knowledge of the system and the environment were crucial elements," he said of his hiring.

Richard Green, chief of Minneapolis system.

"It makes a difference when your knowledge of the environment is strong, depending on the system," Mr. Green said. "If it's a closed system and there is [resistance] to having an outsider," he said, a black will not be given an opportunity regardless of how well he understands the community.

While acknowledging that "we have a long way to go before we reach parity," Bruce E. Williams of the Rockefeller Foundation argued that competent black administrators *do* exist.

"Anyone who says they cannot find qualified black administrators is blowing smoke," Mr. Williams said. "That isn't the case any more; the black candidates are there."

Opportunities for Advancement

The inability of black educators to penetrate the nonurban and predominantly white school systems, Mr. Moody asserted, is largely due to closed-door policies of local school boards and the inherently discriminatory "old-boy network" that has largely determined career paths and from which blacks have been excluded.

Even though most black administrators are restricted to positions in urban school districts, there are advantages, said Atlanta's Mr. Crim. Predominantly black districts offer black educators an opportunity to establish themselves as administrators, he noted.

And Mr. Herenton of the Memphis public schools pointed out that "urban schools represent some of the largest school budgets and, in some cities, the largest employers."

"Many of us welcome and understand the challenge of the job," Mr. Herenton said. "We are demonstrating that we are indeed effective managers, that we can adjust under some of the most adverse conditions. Unfortunately, we only get one chance. We do not have the luxury of failure."

But the "most rewarding aspect of my job," according to Mr. Herenton, has been the opportunity to demonstrate "that all children can learn and that public education can serve them."

He said there is increasing sensitivity to "the need for more blacks to participate in controlling the destiny of large city school systems where the black constituency is in the majority."

"Ideally, I hope the day would come," Mr. Herenton added, "when an administrator would not be identified for a position strictly because of race alone, but because of a combination of ability and attitude that would move the system toward excellence."

Race, Ethnic Group, and Sex of School Superintendents (1981-82)

	Male		Female		Total	
Ethnicity	**No.**	**%**	**No.**	**%**	**No.**	**%**
American Indian	24	0.3	0	0	24	0.3
Asian/Pacific Islander	9	0.1	0	0	9	0.1
Black	51	0.7	6	0.1	57	0.7
Hispanic	84	1.1	4	0.1	88	1.1
White	7,417	96.5	93	1.2	7,510	97.7

Number in sample with *both* ethnicity and sex data: 7,688 from 28 states and Washington, D.C.

Number of males in sample:	13,474	(98.2%)
Number of females in sample:	241	(1.8%)
Grand Total	13,715	
Number of states that furnished sex data:	50 states and Washington D.C.	

NOTE: Percentages in columns are based on total number of school superintendents in sample with *both* ethnicity and sex data.

Race, Ethnic Group, and Sex of Deputy/Assistant/Associate School Superintendents (1981-82)

	Male		Female		Total	
Ethnicity	**No.**	**%**	**No.**	**%**	**No.**	**%**
American Indian	4	0.1	0	0	4	0.1
Asian/Pacific Islander	16	0.5	4	0.1	20	0.6
Black	164	5.3	36	1.2	200	6.5
Hispanic	101	3.3	8	0.3	109	3.6
White	2,545	82.3	216	7.0	2,761	89.3

Number in sample with *both* ethnicity and sex data: 3,094 from 23 states and Washington, D.C.

Number of males in sample:	4,749	(91%)
Number of females in sample:	486	(9%)
Number of states that furnished sex data:	41 states and Washington D.C.	

NOTE: Percentages in columns are based on total number of deputy/assistant/associate school superintendents in sample with *both* ethnicity and sex data.

Race, Ethnic Group, and Sex of School Principals (1981-82)

	Male		Female		Total	
Ethnicity	**No.**	**%**	**No.**	**%**	**No.**	**%**
American Indian	121	0.3	18	0.05	139	0.3
Asian/Pacific Islander	206	0.5	59	0.1	265	0.6
Black	2,242	5.2	1,090	2.5	3,332	7.7
Hispanic	1,202	2.8	248	0.6	1,450	3.4
White	32,446	75.4	5,376	12.5	37,822	87.9

Number in sample with *both* ethnicity and sex data: 43,008 from 28 states and Washington, D.C.

Number of males in sample:	52,612	(84%)
Number of females in sample:	9,815	(16%)
Number of states that furnished sex data:	41 states and Washington D.C.	

NOTE: Percentages in columns are based on total number of school principals in sample with *both* ethnicity and sex data.

SOURCE: American Association of School Administrators

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RALLYING to the challenge of Sputnik, the U. S. launched a massive effort to upgrade education in science and mathematics. Now, 25 years later, a similar "crisis" seems to be facing the nation, and society's response is not yet clear.

See Page 11.

SHARING jobs was a tactic used years ago, when there was a serious shortage of teachers, to lure married women back into the classroom on a part-time basis. Now, confronted with declining enrollments, some districts are resorting to "job-sharing" to help reduce the number of teacher layoffs.

See Page 8.

FINDING the funds to pay for a college education has become increasingly difficult as student-aid programs have been cut, tuition and fees have risen, and the economy has worsened. And some students are being forced to change their plans.

See Page 12.

EDUCATION WEEK

American Education's Newspaper of Record

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Supreme Court Accepts Tuition-Deduction Case

Minnesota Dispute May Bear on U.S. Tax-Credit Plan

By Peggy Caldwell

WASHINGTON—The U. S. Supreme Court last week agreed to consider the politically volatile issue of state tax deductions for the parents of private-school children in a case that involves many of the constitutional questions raised by the federal tuition tax-credit bill pending before the Congress.

In orders issued as it began its new term last week, the Court also: agreed to consider a case involving the Education Department's authority to collect Title I funds that were misspent by several states prior to 1978; refused to review race-based teacher layoffs in Boston; and refused to review school-desegregation cases involving North Little Rock, Ark., St. Louis, and suburban Pittsburgh. *(See Page 9 for these and other cases.)*

The tax-deduction case, *Mueller* v. *Allen*, No. 82-195, involves a 27-year-old Minnesota law that extends state income-tax deductions of up to $700 to parents for educational expenses. Allowable expenses include tuition, transportation, nonreligious textbooks, and supplies.

The law covers expenses incurred at nonprofit schools that comply with state educational standards and federal civil-rights laws, as well as fees and other expenses incurred in attending public schools but not paid for by the local school district.

Taxpayers Challenged Law

A group of Minnesota taxpayers and organizations, led by Van D. Mueller, a professor of education at the University of Minnesota, challenged the law. They argued that 95 percent of the children whose parents claimed tax deductions for tuition attended sectarian schools and that the program's benefit to public-school students is "extremely minimal." The suit has been supported by the Minnesota Federation of Teachers and by the American Civil Liberties Union (A.C.L.U.), among other groups.

In a brief filed with the Court, the state of Minnesota argues that if all public-school parents took the school-related tax deductions to which the law entitles them, "the total revenue loss . . . could easily equal and potentially dwarf that due to all types of deductible expenditures by sectarian school students." Thus, the state argues, the statute does not single out a religious class for the benefits.

The U. S. Court of Appeals for the Eighth Circuit found in April that the Minnesota statute did not violate the Establishment Clause of the Constitution, in part because the tax benefits are available to families whose children attend public schools. That decision conflicted with a 1980 decision by the U. S. Court of Appeals for the First Circuit, which invalidated a similar Rhode Island law.

Many legal analysts believe that the Minnesota case has implications for the federal tuition tax-credit legislation recently approved by the Senate Finance Committee.

"As [the federal legislation] has been described to me, it seems indistinguishable in relevant respects" from the Minnesota law, said Charles S. Sims, an A.C.L.U. lawyer who is working on the case. "The purpose and effect would be largely to support the education of children attending religious schools."

The Education Department is "watching the case," said Gary Bauer, deputy under-secretary for planning and budget. "We obviously have an interest in how the Court ends up coming out on it. . . . We will be watching the ruling to see if there are any *dicta* [nonbinding observations] which might bear on the national debate."

Sources in the Education and Justice Departments said they do not know of any plans for the federal government to become involved in the case, but pointed out that the government has at least two months to decide.

"In my experience, it is not likely that the government would take part in order to shore up what is only a proposal rather than a federal statute," said a high-ranking Justice Department lawyer who asked not to be identified. "It would be different if the Congress had already passed it. But I know the Administration feels very strongly

Continued on Page 9

Government Launches New Program

Widespread Teen-Age Drinking Poses Major Challenge to Schools, Society

By Susan Walton

Calling the situation a challenge to "our national conscience," Secretary of Health and Human Services Richard S. Schweiker last week announced a new federal initiative aimed at curbing alcohol abuse by young people.

Mr. Schweiker launched the effort—a supplement to existing programs—in response to the large number of motor-vehicle deaths among young people that can be linked to alcohol. He also cited the unacceptably high rate of alcohol misuse among young people.

But experts on alcohol and its effects agree that traffic-fatality statistics are only the most visible part of a problem with many dimensions. Despite considerable research on alcohol, there are still many unanswered questions about teen-age drinking and many public misperceptions of the nature of the problem.

Anecdotal evidence, at least, suggests that more teen-agers are drinking in school.

"It is a major problem in the schools, and it is becoming a more obvious problem, " said Patricia O 'Gorman, a psychologist, author, and consultant, and former head of the federal alcohol-prevention and education program.

School officials may not be able to produce statistics that document a rise in student drinking in the schools, she said, but "administrators and teachers are saying, 'We're noticing more.' "

In response, some school districts—such as Boston—are setting up alcohol programs for students and staff. Others, such as Philadelphia, have had alcohol programs for years.

Virtually all states require that students be taught something about alcohol, but the specific requirements vary.

Research and Education Programs

The new federal effort will supplement the research and public-education programs now sponsored by the U. S. Department of Health and Human Services (H.H.S.). It will include nine regional conferences for school personnel and parents, as well as other conferences on alcohol programs for young people. The government is encouraging private industry to support these programs.

Also, Secretary Schweiker is urging government agencies and private organizations to cooperate on research on teen-age alcohol use.

Next spring, he will convene a "Secretarial Conference" on a "growing youth move-

Continued on Page 17

Private Schools' Enrollment Falls, Census Reports

Suggests Tax Credits Would Aid Poor Families

By Alex Heard

Private-school enrollment fell by 31 percent between 1964 and 1979, according to a new Census Bureau report that may figure prominently in the continuing debate on tuition tax credits for parents of children who attend private schools.

The bureau also found that while the number of white private-school students declined by 37 percent, or 2.2 million students, between 1964 and 1979, the number of black students in private schools increased by one-third, or 87,000 students.

The report concludes, among other things, that low-income families would benefit most from a tuition tax credit because they spend a high proportion of their income on tuition.

See related databanks on pages 14 and 15.

It suggests that although variations in private-school enrollment correlate with family income, income is not the sole determinant of private-school attendance.

At all income levels and with any number of children enrolled in school, the majority of families sent their children to public schools, the report states.

Even the wealthiest families with only one or two children were much more likely to enroll them in public schools than private-schools.

In 1979, 71 percent of families with an income of $50,000 or more and with only one child in school sent that child to a public school.

Only 4 percent of the students whose families had a total income of less than $10,000 attended private schools; 28 percent whose family income was $50,000 or more were in such schools.

The mean tuition for private-school elementary students was $577, according to the Census Bureau. For high-school students, it was $1,177. Mean tuitions were higher in the South ($736) than the Northeast ($495), where there are more schools and competition is greater.

The document indicates, in the opinion of one private-school researcher, that private schools are not a "threat" to public education, that tuition tax credits would benefit poor families more than rich ones, and that they would not result in a large migration

Continued on Page 16

IN SUMMARY

Education Schools in Trouble
Some of the nation's largest teacher-training programs may have to retrench or close as a result of severe financial problems and inadequate planning, according to a new study. **Story on Page 4.**

Support for Desegregation Programs
Expressing concern over "diminishing federal support" for school-desegregation efforts, the Council of Great City Schools proposes legislation to restore their funding. **Story on Page 4.**

Back to School for Striking Teachers
Teachers in Detroit have returned to the classroom while unresolved contract issues are in binding arbitration; Teaneck, N. J., teachers, faced with firing, have ended their strike. **Stories on Page 6.**

Renewing America's Teachers
The last of a three-part series on staff development explores ways of improving inservice training for teachers and looks at some programs that appear to be working. **Story on Page 7.**

A Change of Policy at the College Board
The S.A.T. scores of minority students have been collected for a decade but not published—until this year. The figures show that blacks score substantially lower than whites. **Story on Page 8.**

On the Docket
The U. S. Supreme Court will review several important education cases, including one involving the authority of the Education Department to recover "misspent" Title I funds. **Stories on Page 9.**

Once Bitten . . .
Forced to withdraw proposed rules for the education of the handicapped, the Education Department is also reconsidering revisions to rules for vocational programs. **Story on Page 10.**

Easing the Burden
Congress has voted to provide partial impact-aid payments to school districts serving families from larger federal installations. And New Jersey has passed a bill to help such districts. **Story on Page 10.**

Sputnik Revisited
In 1957, the Soviet Union launched Sputnik and touched off a national effort to improve science education in the U. S. Twenty-five years later, a sense of "crisis" is developing again. **Story on Page 11.**

Commentary ....19 and 24
Databanks ....13, 14, and 15
Deadlines 21
Events 20
In Federal Agencies 10
Letters 19
Marketplace 23
New Bills 10
School Works 18
Washington News 10

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Fifty Schools Share In $1-Million Award From Ford Foundation

In the second stage of a program to reward improvement in urban high schools, the Ford Foundation last week named the 50 winners of $20,000 grants to enrich school programs.

The $1-million disbursement is part of the foundation's three-stage City High School Recognition Program, established earlier this year. *(See Education Week, Feb. 10, 1982.)*

Each of the winning schools, located in 30 cities across the country, will use the grant money to expand their educational offerings through a particular project. The projects include strengthening mathematics and English teaching, providing peer tutoring, computer training, and remedial instruction, and expanding vocational and extracurricular programs.

The schools were selected from 107 urban high schools that had submitted proposals to the foundation after receiving $1,000 "recognition awards" in the first stage of the program last May. Those schools were selected from a group of 225 that the foundation had invited to apply for the grants.

To qualify, a high school had to be comprehensive, to enroll 30 percent of its students from low-income families, and to have no special entrance requirements.

For the third stage of the grant program, the foundation will compile case studies of 25 of the schools judged to have outstanding programs.

Announcing the recent round of awards, Edward J. Meade, program officer for the foundation, said:

"I can think of no other institution in the American city that is expected to do so much for so many as the general, or comprehensive, high school. As we saw in the first stage of the City High School Recognition Program, many of these schools are succeeding in their multiple responsibilities to a greater extent than they are generally given credit for."

Following are the names and locations of the 50 high schools that received the awards.

Albuquerque, N.M.: Rio Grande High School; **Atlanta:** Carver High School, Fulton High School; **Baltimore:** Edmondson High School, Northern High School, Walbrook High School; **Birmingham, Ala.:** Carol W. Hayes High School, Glen High School, Parker High School, Phillips High School; **Charlotte, N.C.:** Harry P. Harding High School; **Columbus, Ohio:** Linden McKinley High School; **Des Moines:** Des Moines Technical High School; **Detroit:** Central High School, Murray-Wright High School, Northern High School, Southwestern High School, Western High School; **Houston:** Booker T. Washington High School; **Indianapolis:** Arsenal Technical High School, George Washington High School; **Jackson, Miss.:** Murrah High School; **Jersey City, N.J.:** Lincoln High School; **Kansas City, Mo.:** Kansas City East High School; **Knoxville, Tenn.:** Rule High School; **Memphis:** Carver High School; **Milwaukee:** Solomon Juneau High School, South Division High School; **New Orleans:** Clark High School, George Washington Carver High School; **Norfolk, Va.:** Granby High School, Lake Taylor High School, Maury High School; **Oakland, Calif.:** Castlemont High School, Fremont High School; **Omaha:** Benson High School, Technical High School; **Pittsburgh:** South High School; **Portland, Ore.:** Jefferson High School; **Providence, R.I.:** Providence Central High School; **San Antonio:** Luther Burbank High School, Sidney Lanier High School, Phillis Wheatley High School; **Seattle:** Chief Sealth High School; **Syracuse, N.Y.:** George W. Fowler High School; **Tampa, Fla.:** Thomas Jefferson High School; **Tucson, Ariz.:** Pueblo High School; **Washington, D.C.:** Paul Laurence Dunbar High School, Spingarn High School; **Worcester, Mass.:** Burncoat High School.

U.S. Moves Forward In Effort To Force Draft Registration

With four victories and two setbacks, the federal government is apparently moving forward in its effort to compel young men to comply with the draft-registration laws.

On Oct. 4, a federal district judge in San Diego sentenced Benjamin H. Sasway, a 21-year-old former college student, to two and a half years in prison. Mr. Sasway was convicted on Aug. 26 of failure to register for the draft.

One day after Mr. Sasway was sentenced, Mark A. Schmucker, a 22-year-old student at Goshen College, was convicted on the same charge by a federal-court jury in Cleveland. Mr. Schmucker's sentencing has been scheduled for Oct. 19.

Then, on Oct. 6, the student government president at University of Northern Iowa, Rusty Martin, 22, was indicted by a federal grand jury in Cedar Rapids of failure to register.

The maximum penalty for failing to register is five years in prison and a $10,000 fine. The law requires young men to sign up for the draft at a post office within 30 days of their 18th birthday.

The Selective Service System announced last week that successful prosecutions, such as those of Mr. Sasway and Mr. Schmucker, have helped boost the rate of compliance with the two-year-old law to 94.2 percent.

According to the draft agency, approximately 500,000 men remain in violation of the law.

But of those men who did register, 85 percent who subsequently changed addresses failed to notify the Selective Service of their new address, according to a report released by the General Accounting Office.

Hence, if a draft were instituted, 20-to-40 percent of all draft registrants might not receive military induction notices, the report said.

Additional prosecutions of draft-registration evaders might be affected by the outcome of a federal district judge's ruling in Los Angeles on Oct. 1. Judge Terry Hatter said that he would dismiss the Justice Department's case against David Wayte, a 21-year-old student from Pasadena, if it failed to prove that he had not been unfairly singled out for prosecution from the thousands of other nonregistrants. Mr. Wayte's trial has been set for Oct. 12.

White House Begins Expanded Campaign Against Drug Abuse

Acknowledging that efforts to reduce drug abuse through law-enforcement efforts have met with only limited success, the Reagan Administration last week expanded its campaign against drug abuse to include education programs and the involvement of the private sector.

Dr. Carlton Turner, the White House adviser on drug-abuse policy, said the broad campaign would include federal agencies, parent groups, and "major organized efforts" in each state.

The business community would be encouraged to develop programs to combat alcoholism and drug abuse, he said.

For young people, Dr. Turner said the Administration's approach would be "to tell [them] what exactly we do know and to enlist the aid of the young people themselves."

The program would make an effort to reduce high-school seniors' daily drug use, and it would attempt to reduce drug use in the military.

STATES

Alabama May Halt Some Testing Due to Budget Cuts

Alabama may halt statewide student testing in the 1st and 11th grades this year because the legislature did not appropriate enough money to pay for a full program.

In addition, Gov. Forrest H. (Fob) James has ordered across-the-board cuts in state government, including the state's education trust fund. Beginning on Oct. 1, allocations for school boards and other education functions were 10 percent less than the legislature had appropriated.

Since 1978, the state has given California Achievement Tests to students in grades 1, 2, 4, 5, 7, 8, 10, and 11, and has given 3rd, 6th and 9th graders a state-developed minimum-competency test. The state department has also begun developing a high-school exit exam to be used in 1985. Students will be required to pass the exam in order to receive a diploma.

Major Federal Financial-Aid Programs for Undergraduates

Federally Supported Grant Programs

Program	Description	Number of Students	Amount	Terms	Deadline
Pell Grant	Largest federal grant program ($2.4 billion). Pell Grants help undergraduates who have not yet completed a baccalaureate course of study. (Eligibility requirements are determined by the federal government according to a formula developed by the Education Department and approved annually by Congress.) A student may apply by completing a separate federal application form or by indicating that he or she wishes to apply for a Pell Grant when completing the form of a national or state needs-analysis system that has a contract to transmit data to the Pell Grant processing agent.	About 2.7 million students received Pell Grant awards last year.	Maximum amount is $1,800 per year.	No repayment. The grant is awarded in equal portions based on the semesters, quarters, or payment periods defining the academic year.	Deadline is March 15, 1983.
Supplemental Educational Opportunity Grant (S.E.O.G.)	Currently funded at $355 million. S.E.O.G. provides grant funds for undergraduate students who have financial need and who attend at least half-time.	About 652,000 students received aid from this program last year.	Minimum S.E.O.G. award is $200 and the maximum award is $2,000 per year.		Colleges and universities set varying deadlines. Apply as soon as possible. Amount given will be stated in financial-aid packet from institution.
Federally Supported Loan Programs					
National Direct Student Loan (N.D.S.L.)	Source of low-interest loans awarded by the institution to either undergraduate or graduate students enrolled at least half time. Currently funded at $179 million.	Over 780,000 students received aid from the N.D.S.L. program last year.	Maximum amount is 6,000 for undergraduate students; $12,000 for graduate students.	Repayment begins six months after the borrower ceases half-time status or six months after a deferment period. Interest is 5 percent with a minimum repayment of $30 per month. There are cancellation provisions for borrowers who enter specified fields of teaching, teach in designated schools, or serve in the military in an area of hostilities.	Colleges and universities set various deadlines. They are usually early in each calendar year. Amount given will be stated in financial-aid packet from institution.
Guaranteed Student Loan (G.S.L.)	Low-interest loan through a bank or other lending agency guaranteed by a state agency or the federal government directly. Currently, students from families with incomes of less than $30,000 are automatically eligible to borrow. Students from families with incomes above this amount are eligible to borrow if they can demonstrate financial need. About $7.8 billion in private lending capital and appropriations of $2.5 billion from the federal government supported the program last year. Federal money was used to cover outstanding loans made in prior years.	There were 3,529,000 loans made through the G.S.L. program in fiscal 1981. The number of students borrowing this year is down by 15-to-20 percent because of the new $30,000 ceiling placed on the program.	Maximum amount is $2,500 per year to a total of $7,500. (For graduate students, maximum is $5,000 per year to a total of $15,000.)	Repayment begins 9 or 12 months after the last semester enrolled. Interest is 9 percent for new borrowers with interest being paid by the federal government until the student begins repayment. Repayment period starts after a six-month grace period.	Student should begin looking for a lender as soon as accepted for undergraduate study. After application is submitted to lender, it usually takes four to six weeks to have loan approved by the guarantee agency in the state or the Education Department.
PLUS loan	PLUS loans are meant to provide additional funds for educational expenses. Arranged through a bank or commercial lender, guaranteed by state agencies. Parents of dependent undergraduates, independent undergraduates, and graduate students are eligible. Apply through lender agency as with G.S.L. PLUS borrowers, however, do not have to show need. About $30.2 billion in private-lending capital was used last year.	11,421 students benefited from the PLUS program in fiscal 1981. The program is expected to triple this year, now that graduate students are eligible.	Maximum is $3,000 per year.	Interest is as high as 14 percent and as low as 12 percent, based on current T-Bill rates. No interest subsidy. Payment period starts 60 days after the loan is made unless the borrower is a full-time student.	Year-round program, but it is best to apply through lending agent as soon as possible. Process same as Guaranteed Student Loan program.
Nursing Loan	Long-term loans available to undergraduate and graduate students who have been accepted into diploma, associate, bachelor's, or graduate-degree programs and who attend at least half time. Currently funded at $6.514 million.	About 8,100 students were aided last year.	Maximum amount is $2,500 per year to a total of $10,000.	Repayment begins 12 months after the last term the student is enrolled. Grace period of 9 months after completion of school. There is a 10-year repayment period. Interest rate is 6 percent on loans made after August 13, 1981.	Colleges and universities set various deadlines. Apply as soon as possible. Amount given will be stated in financial-aid packet from institution.
Federally Supported Work Programs					
College Work-Study Program (C.W.S.P.)	Currently funded at $528 million. On- or off-campus part-time employment for undergraduate or graduate students enrolled at least half time.	About 980,000 students benefited from the program last year.	Amount determined by financial need.	Students meet regular conditions of employment as determined by the institution.	Colleges provide work-study aid as part of financial-aid package.

A Step-by-Step Guide To Application for College Assistance

The Long Process Begins In the Counselor's Office

The following information has been compiled from materials provided by the National Association of Student Financial Aid Officers, the federal government, and other sources.

The Steps

1. The high-school counselor, often the first person the student contacts about financial aid, provides the required need-analysis documents and assists with the initial steps in the application process. Counselors also provide general information, explaining to the student, for example, filing deadlines and that there may be scholarships and loans available from private sources, including: community organizations, foundations, professional associations, corporations, and commercial lending institutions, religious organizations, and professional groups. The counselor should be aware that a student need not be admitted to an institution to *apply* for assistance.

2. The student contacts the postsecondary institution to obtain the appropriate *institutional* application and instructions for filing, including applicable deadlines. The student completes the application and returns it to the institution. The student also may be required to submit an application to a state agency in order to be considered for state aid. [This procedure varies from state to state. Some states offer a decentralized program that may be administered from centralized need-analysis services or the federal government's Pell Grant processing agent, and still other states have separate student-aid application forms.]

3. The student completes the forms. The accuracy of information provided by students is critical. Inaccurate completion of the form may cause delays that can reduce the student's chances to receive the maximum amount of assistance. Counselors and parents can help by ensuring that students do not file late and that they understand agreements made on any of the forms they sign.

Before filling out an application, it is helpful for parents to have their most recent U. S. Income Tax Return form on hand, since specific numbers from specific lines on the the return must be entered. Other useful records are W-2 forms and other records of money earned, current bank statements and mortgage information, and records of nontaxable income received from the Social Security Administration, Veterans Administration, and other agencies. (If parents don't have information from the most recent tax return, they will have to estimate financial information and may have to prove the accuracy of the estimate before student is awarded aid. Also, they will have to change any figures that prove to be incorrect.)

4. Depending upon the need-analysis service used by the institution or state, the student and his or her parents complete the need-analysis forms and mail them to the appropriate processing agent. The state or postsecondary institution may utilize only the Pell Grant system, in which case the student completes a form called the Application for Federal Student Aid and mails it to the government's processing agent [a West Coast organization that analyzes federal financial-aid forms].

Continued on Page 16

of undergraduate admissions.

"The students are shying away," says Mr. Sciami of St. John's University. "But the fact is, the money is there. If they go through the process they will have the money they need."

"Students and parents are discouraged about the possibilities of receiving help, though they aren't pushing any panic buttons yet," according to Gene L. Wanders, guidance counselor at Tartan High School in North St. Paul. "The current attitude is that if you don't get money, you can go to less expensive schools," he says.

An estimated 56 percent of the 12.4 million students enrolled in postsecondary education are receiving some type of financial assistance.

The worry about the decline in federal aid is compounded in Minnesota and in many other states by a decline in state appropriations.

Last year, the Minnesota legislature cut back the state scholarship fund that supported students going to private institutions, Mr. Wanders says.

But even in communities where there is apparently enough money available, financial concerns are changing previous college-selection patterns.

Students attending Chaparral High School in Scottsdale, Ariz.—one of the nation's most affluent communities—are attending local state colleges in greater numbers than ever before, according to William B. Holmes, head of the guidance department.

Last year, a record 200 Chaparral High School seniors chose to attend one of the state's three public institutions.

DATABANK

Analysis of Trends in Private-School Enrollments

The tables below are taken from a Census Bureau report on private-school enrollment trends. The report was prepared by Rosalind R. Bruno, a statistician, under the direction of Paul M. Siegel, chief of the education and social stratification branch in the population division.

The report analyzes data collected in the bureau's 1979 Current Population Survey, in addition to data collected in surveys from 1948 through 1978 and information gathered in the 1960 and 1970 censuses of population.

Private and Public Elementary and High-School Enrollment, For Dependent Family Members, by Church Status of School, Family Income, Education of Family Householder, Race, And Spanish Origin: October 1979

(Numbers in thousands. Civilian noninstitutional population)

			Private						Private			
	Total Enrolled	Public	Total	Church Related	Not Church Related	Not Reported	Total	Public	Total	Church Related	Not Church Related	Not Reported
ELEMENTARY & HIGH SCHOOL							Percent					
All Races												
Family Income												
All Incomes	42,353	38,153	4,200	3,516	584	98	100.0	90.1	9.9	8.3	1.4	0.2
Less than $5,000	3,501	3,386	115	97	5	13	100.0	96.7	3.3	2.8	0.1	0.4
$5,000 to $9,999	5,884	5,636	248	200	38	10	100.0	95.8	4.2	3.4	0.6	0.2
$10,000 to $14,999	7,417	6,890	526	479	41	6	100.0	92.9	7.1	6.5	0.6	0.1
$15,000 to $19,999	6,404	5,758	646	585	52	9	100.0	89.9	10.1	9.1	0.8	0.1
$20,000 to $24,999	6,458	5,736	721	662	49	10	100.0	88.8	11.2	10.3	0.8	0.2
$25,000 to $49,999	7,973	6,809	1,163	994	157	12	100.0	85.4	14.6	12.5	2.0	0.2
$50,000 and over	1,493	1,082	411	229	173	9	100.0	72.5	27.5	15.3	11.6	0.6
Income not reported	3,224	2,855	369	271	69	28	100.0	88.6	11.4	8.4	2.1	0.9
Education of Householder												
All Education Levels	42,353	38,153	4,200	3,158	584	98	100.0	90.1	9.9	8.3	1.4	0.2
Elementary:												
0 to 8 years	5,870	5,647	223	194	12	17	100.0	96.2	3.8	3.3	0.2	0.3
High School:												
1 to 3 years	6,380	5,983	397	346	32	18	100.0	93.8	6.2	5.4	0.5	0.3
4 years	15,630	14,199	1,431	1,266	136	28	100.0	90.8	9.2	8.1	0.9	0.2
College:												
1 to 3 years	6,172	5,429	743	641	91	11	100.0	88.0	12.0	10.4	1.5	0.2
4 years	3,799	3,154	645	522	113	11	100.0	83.0	17.0	13.7	3.0	0.3
5 or more years	3,759	3,042	717	505	199	13	100.0	80.9	19.1	13.4	5.3	0.3
Education not reported	743	699	45	45	—	—	100.0	94.0	6.0	6.0	—	—
White												
Family Income												
All Incomes	35,015	31,225	3,791	3,170	537	84	100.0	89.2	10.8	9.1	1.5	0.2
Less than $5,000	1,899	1,821	78	67	3	8	100.0	95.9	4.1	3.6	0.2	0.4
$5,000 to $9,999	3,904	3,720	183	147	28	8	100.0	95.3	4.7	3.8	0.7	0.2
$10,000 to $14,999	6,101	5,621	480	433	40	6	100.0	92.1	7.9	7.1	0.7	0.1
$15,000 to $19,999	5,684	5,084	599	543	47	9	100.0	89.4	10.6	9.6	0.8	0.2
$20,000 to $24,999	5,833	5,185	648	598	41	9	100.0	88.9	11.1	10.3	0.7	0.2
$25,000 to $49,999	7,453	6,382	1,072	918	142	12	100.0	85.6	14.4	12.3	1.9	0.2
$50,000 and over	1,425	1,034	391	216	167	8	100.0	72.6	27.4	15.2	11.7	0.6
Income not reported	2,716	2,378	338	246	67	25	100.0	87.5	12.5	9.1	2.5	0.9
Education of Householder												
All Education Levels	35,015	31,225	3,791	3,170	537	84	100.0	89.2	10.8	9.1	1.5	0.2
Elementary:												
0 to 8 years	4,275	4,075	202	181	9	13	100.0	95.3	4.7	4.2	0.2	0.3
High School:												
1 to 3 years	4,448	4,103	345	305	27	13	100.0	92.2	7.8	6.9	0.6	0.3
4 years	13,390	12,103	1,288	1,136	125	27	100.0	90.4	9.6	8.5	0.9	0.2
College:												
1 to 3 years	5,276	4,619	656	567	82	8	100.0	87.6	12.4	10.7	1.6	0.1
4 years	3,487	2,893	594	473	110	11	100.0	83.0	17.0	13.6	3.2	0.3
5 or more years	3,532	2,867	665	468	184	13	100.0	81.2	18.8	13.3	5.2	0.4
Education not reported	605	565	40	40	—	—	100.0	93.4	6.6	6.6	—	—
Black												
Family Income												
All Incomes	6,454	6,142	313	268	33	11	100.0	95.2	4.8	4.2	0.5	0.2
Less than $5,000	1,528	1,496	32	27	—	5	100.0	97.9	2.1	1.8	—	0.3
$5,000 to $9,999	1,833	1,777	56	45	9	2	100.0	96.9	3.1	2.5	0.5	0.1
$10,000 to $14,999	1,154	1,113	41	41	—	—	100.0	96.5	3.5	3.5	—	—
$15,000 to $19,999	604	569	35	32	3	—	100.0	94.2	5.8	5.3	0.5	—
$20,000 to $24,999	515	455	60	53	5	1	100.0	88.3	11.7	10.4	1.0	0.3
$25,000 to $49,999	357	297	60	51	9	—	100.0	83.3	16.7	14.2	2.5	—
$50,000 and over	35	30	5	—	5	—	X	X	X	X	X	X
Income not reported	429	405	24	19	2	3	100.0	94.4	5.6	4.5	0.4	0.7
Education of Householder												
All Education Levels	6,454	6,142	313	268	33	11	100.0	95.2	4.8	4.2	0.5	0.2
Elementary:												
0 to 8 years	1,470	1,452	18	11	3	4	100.0	98.8	1.2	0.8	0.2	0.3
High School:												
1 to 3 years	1,796	1,752	44	34	5	5	100.0	97.6	2.4	1.9	0.3	0.3
4 years	2,013	1,889	124	115	7	1	100.0	93.8	6.2	5.7	0.4	0.1
College:												
1 to 3 years	779	703	76	67	7	2	100.0	90.3	9.7	8.6	0.9	0.2
4 years	189	160	29	27	1	—	100.0	84.8	15.2	14.6	0.7	—
5 or more years	125	104	21	12	9	—	100.0	83.3	16.7	9.5	7.2	—
Education not reported	82	81	1	1	—	—	100.0	98.4	1.6	1.6	—	—
Spanish Origin												
Family Income												
All Incomes	2,920	2,674	246	218	21	7	100.0	91.6	8.4	7.5	0.7	0.2
Less than $5,000	486	473	13	13	—	—	100.0	97.3	2.7	2.7	—	—
$5,000 to $9,999	682	648	34	26	7	1	100.0	95.0	5.0	3.8	1.0	0.2
$10,000 to $14,999	704	648	56	55	2	—	100.0	92.0	8.0	7.7	0.2	—
$15,000 to $19,999	348	299	50	46	2	2	100.0	85.8	14.3	13.1	0.5	0.7
$20,000 to $24,999	226	193	33	29	5	—	100.0	85.4	14.6	12.6	2.0	—
$25,000 to $49,999	277	231	46	36	7	3	100.0	83.3	16.7	13.1	2.4	1.2
$50,000 and over	8	6	2	2	—	—	X	X	X	X	X	X
Income not reported	188	176	12	12	—	—	100.0	93.7	6.3	6.3	—	—
Education of Householder												
All Education Levels	2,920	2,674	246	218	21	7	100.0	91.6	8.4	7.5	0.7	0.2
Elementary:												
0 to 8 years	1,242	1,184	59	52	5	2	100.0	95.3	4.7	4.2	0.4	0.2
High School:												
1 to 3 years	444	407	36	35	—	2	100.0	91.8	8.2	7.8	—	0.4
4 years	713	616	96	87	8	1	100.0	86.5	13.5	12.2	1.1	0.1
College:												
1 to 3 years	235	199	36	30	6	—	100.0	84.7	15.3	12.9	2.4	—
4 years	111	104	8	5	3	—	100.0	93.1	6.9	4.4	2.5	—
5 or more years	60	49	10	9	—	2	X	X	X	X	X	X
Education not reported	114	114	—	—	—	—	100.0	100.0	—	—	—	—

			Private						Private			
	Total Enrolled	Public	Total	Church Related	Not Church Related	Not Reported	Total	Public	Total	Church Related	Not Church Related	Not Reported
ELEMENTARY							Percent					
All Races												
Family Income												
All Incomes	27,825	24,720	3,105	2,665	388	53	100.0	88.8	11.2	9.6	1.4	0.2
Less than $5,000	2,509	2,417	92	80	3	8	100.0	96.3	3.7	3.2	0.1	0.3
$5,000 to $9,999	4,090	3,897	194	167	25	2	100.0	95.3	4.7	4.1	0.6	—
$10,000 to $14,999	5,220	4,795	425	389	31	5	100.0	91.9	8.1	7.5	0.6	0.1
$15,000 to $19,999	4,263	3,761	502	464	35	3	100.0	88.2	11.8	10.1	0.8	0.1
$20,000 to $24,999	4,192	3,633	559	518	34	7	100.0	86.7	13.3	12.4	0.8	0.2
$25,000 to $49,999	4,770	3,954	817	700	111	5	100.0	82.9	17.1	14.7	2.3	0.1
$50,000 and over	871	599	272	155	112	5	100.0	68.8	31.2	17.8	12.9	0.5
Income not reported	1,910	1,664	246	191	36	19	100.0	87.1	12.9	10.0	1.9	1.0
Education of Householder												
All Education Levels	27,825	24,720	3,105	2,665	388	53	100.0	88.8	11.2	9.6	1.4	0.2
Elementary:												
0 to 8 years	3,721	3,563	158	145	5	8	100.0	95.8	4.3	3.9	0.1	0.2
High School:												
1 to 3 years	4,152	3,864	289	260	18	11	100.0	93.1	7.0	6.3	0.4	0.3
4 years	10,089	9,030	1,060	960	90	10	100.0	89.5	10.5	9.5	0.9	0.1
College:												
1 to 3 years	4,225	3,672	552	477	65	11	100.0	86.9	13.1	11.3	1.5	0.3
4 years	2,474	2,014	461	394	61	5	100.0	81.4	18.6	15.9	2.5	0.2
5 or more years	2,490	1,948	542	385	149	7	100.0	78.2	21.8	15.5	6.0	0.3
Education not reported	674	629	45	45	—	—	100.0	93.4	6.6	6.6	—	—
White												
Family Income												
All Incomes	22,927	20,146	2,781	2,385	354	42	100.0	87.9	12.1	10.4	1.5	0.2
Less than $5,000	1,365	1,304	61	54	2	5	100.0	95.6	4.4	4.0	0.1	0.3
$5,000 to $9,999	2,772	2,625	147	124	23	—	100.0	94.7	5.3	4.5	0.8	—
$10,000 to $14,999	4,344	3,957	387	353	30	5	100.0	91.1	8.9	8.1	0.7	0.1
$15,000 to $19,999	3,797	3,333	464	431	30	3	100.0	87.8	12.2	11.4	0.8	0.1
$20,000 to $24,999	3,786	3,286	500	465	29	7	100.0	86.8	13.2	12.3	0.8	0.2
$25,000 to $49,999	4,429	3,686	743	639	99	5	100.0	83.2	16.8	14.4	2.2	0.1
$50,000 and over	829	574	255	145	107	3	100.0	69.2	30.8	17.5	12.9	0.4
Income not reported	1,605	1,382	223	173	35	16	100.0	86.1	13.9	10.8	2.2	1.0
Education of Householder												
All Education Levels	22,927	20,146	2,781	2,385	354	42	100.0	87.9	12.1	10.4	1.5	0.2
Elementary:												
0 to 8 years	2,766	2,624	142	133	5	5	100.0	94.9	5.1	4.8	0.2	0.2
High School:												
1 to 3 years	2,860	2,605	255	232	15	7	100.0	91.1	8.9	8.1	0.5	0.2
4 years	8,571	7,626	945	853	81	10	100.0	89.0	11.0	10.0	0.9	0.1
College:												
1 to 3 years	3,576	3,092	483	420	56	8	100.0	86.5	13.5	11.7	1.6	0.2
4 years	2,267	1,848	419	353	61	5	100.0	81.5	18.5	15.6	2.7	0.2
5 or more years	2,327	1,831	496	354	135	7	100.0	78.7	21.3	15.2	5.8	0.3
Education not reported	560	520	40	40	—	—	100.0	92.9	7.1	7.1	—	—
Black												
Family Income												
All Incomes	4,288	4,046	243	211	23	9	100.0	94.3	5.7	4.9	0.5	0.2
Less than $5,000	1,095	1,068	27	24	—	3	100.0	97.5	2.5	2.2	—	0.3
$5,000 to $9,999	1,212	1,172	40	36	2	2	100.0	96.7	3.3	3.0	0.1	0.2
$10,000 to $14,999	768	736	32	32	—	—	100.0	95.8	4.2	4.2	—	—
$15,000 to $19,999	385	358	27	24	3	—	100.0	92.9	7.1	6.2	0.8	—
$20,000 to $24,999	322	276	46	43	4	—	100.0	85.6	14.4	13.3	1.1	—
$25,000 to $49,999	228	183	45	38	8	—	100.0	80.2	19.8	16.4	3.4	—
$50,000 and over	22	17	5	—	5	—	X	X	X	X	X	X
Income not reported	256	236	19	14	2	3	100.0	92.5	7.5	5.6	0.7	1.3
Education of Householder												
All Education Levels	4,288	4,046	243	211	23	9	100.0	94.3	5.7	4.9	0.5	0.2
Elementary:												
0 to 8 years	877	863	14	10	—	4	100.0	98.4	1.6	1.1	—	0.4
High School:												
1 to 3 years	1,199	1,170	29	24	2	3	100.0	97.6	2.4	2.0	0.2	0.3
4 years	1,365	1,266	99	94	5	—	100.0	92.7	7.3	6.9	0.4	—
College:												
1 to 3 years	572	511	61	53	7	2	100.0	89.3	10.7	9.2	1.2	0.3
4 years	117	96	20	20	—	—	100.0	82.5	17.5	17.5	—	—
5 or more years	90	73	17	8	9	—	100.0	80.7	19.3	9.2	10.1	—
Education not reported	69	68	1	1	—	—	X	X	X	X	X	X
Spanish Origin[1]												
Family Income												
All Incomes	2,046	1,843	203	183	17	3	100.0	90.1	9.9	9.0	0.8	0.2
Less than $5,000	349	339	10	10	—	—	100.0	97.2	2.8	2.8	—	—
$5,000 to $9,999	514	483	31	25	7	—	100.0	93.9	6.1	4.8	1.3	—
$10,000 to $14,999	505	453	52	51	1	—	100.0	89.7	10.3	10.2	0.1	—
$15,000 to $19,999	219	184	35	33	2	—	100.0	84.0	15.9	15.1	0.7	—
$20,000 to $24,999	152	124	27	25	2	—	100.0	81.9	18.1	16.6	1.5	—
$25,000 to $49,999	181	143	38	29	5	3	100.0	78.9	21.1	16.2	3.0	1.9
$50,000 and over	3	2	2	2	—	—	X	X	X	X	X	X
Income not reported	123	115	8	8	—	—	100.0	93.3	6.7	6.7	—	—
Education of Householder												
All Education Levels	2,046	1,843	203	183	17	3	100.0	90.1	9.9	9.0	0.8	0.2
Elementary:												
0 to 8 years	860	810	50	46	5	—	100.0	94.2	5.8	5.3	0.5	—
High School:												
1 to 3 years	310	278	31	29	—	2	100.0	89.9	10.1	9.5	—	0.6
4 years	503	428	75	69	6	—	100.0	85.1	14.9	13.8	1.1	—
College:												
1 to 3 years	171	138	33	27	6	—	100.0	80.9	19.1	15.8	3.4	—
4 years	77	73	4	3	1	—	100.0	95.0	5.1	4.2	0.9	—
5 or more years	45	34	10	9	—	2	X	X	X	X	X	X
Education not reported	82	82	—	—	—	—	100.0	100.0	—	—	—	—

SOURCE: U.S. Department of Commerce, Bureau of the Census

Private and Public Elementary and High-School Enrollment, For Dependent Family Members, by Church Status of School, Family Income, Education of Family Householder, Race, And Spanish Origin: October 1979

(Numbers in thousands. Civilian noninstitutional population)

	Total Enrolled	Public	Private: Total	Private: Church Related	Private: Not Church Related	Private: Not Reported	Percent: Total	Percent: Public	Percent: Private: Total	Percent: Private: Church Related	Percent: Private: Not Church Related	Percent: Private: Not Reported
HIGH SCHOOL												
All Races												
Family Income												
All Incomes	14,528	13,433	1,095	854	196	45	100.0	92.5	7.5	5.9	1.4	0.3
Less than $5,000	992	969	23	17	2	5	100.0	97.7	2.3	1.7	0.2	0.5
$5,000 to $9,999	1,794	1,740	54	33	13	8	100.0	97.0	3.0	1.9	0.7	0.4
$10,000 to $14,999	2,197	2,095	102	90	11	2	100.0	95.4	4.6	4.1	0.5	0.1
$15,000 to $19,999	2,142	1,997	144	121	17	6	100.0	93.3	6.7	5.7	0.8	0.3
$20,000 to $24,999	2,266	2,103	163	144	15	3	100.0	92.8	7.2	6.4	0.7	0.2
$25,000 to $49,999	3,202	2,856	347	294	45	7	100.0	89.2	10.8	9.2	1.4	0.2
$50,000 and over	622	483	139	74	61	5	100.0	77.7	22.3	11.8	9.7	0.8
Income not reported	1,314	1,191	123	81	33	9	100.0	90.7	9.3	6.2	2.5	0.7
Education of Householder												
All Education Levels	14,528	13,433	1,095	854	196	45	100.0	92.5	7.5	5.9	1.4	0.3
Elementary:												
0 to 8 years	2,,149	2,084	65	49	7	8	100.0	97.0	3.0	2.3	0.3	0.4
High School:												
1 to 3 years	2,228	2,120	108	86	15	7	100.0	95.2	4.8	3.9	0.7	0.3
4 years	5,540	5,169	371	307	46	18	100.0	93.3	6.7	5.5	0.8	0.3
College:												
1 to 3 years	1,947	1,756	191	164	27	—	100.0	90.2	9.8	8.4	1.4	—
4 years	1,325	1,141	184	127	51	6	100.0	86.1	13.9	9.6	3.8	0.4
5 or more years	1,269	1,094	176	121	50	5	100.0	86.2	13.9	9.5	3.9	0.4
Education not reported	70	69	—	—	—	—	X	X	X	X	X	X
White												
Family Income												
All Incomes	12,088	11,078	1,010	785	183	42	100.0	91.6	8.4	6.5	1.5	0.4
Less than $5,000	534	516	18	13	1	3	100.0	96.7	3.3	2.5	0.2	0.6
$5,000 to $9,999	1,132	1,095	37	23	5	8	100.0	96.8	3.2	2.1	0.5	0.7
$10,000 to $14,999	1,757	1,665	92	80	11	2	100.0	94.7	5.3	4.6	0.6	0.1
$15,000 to $19,999	1,887	1,751	135	112	17	6	100.0	92.8	7.2	5.9	0.9	0.3
$20,000 to $24,999	2,047	1,898	148	133	13	2	100.0	92.8	7.2	6.5	0.6	0.1
$25,000 to $49,999	3,025	2,696	329	279	43	7	100.0	89.1	10.9	9.2	1.4	0.2
$50,000 and over	596	460	136	71	61	5	100.0	77.2	22.8	11.9	10.2	0.8
Income not reported	1,111	996	115	73	33	9	100.0	89.6	10.4	6.6	3.0	0.8
Education of Householder												
All Education Levels	12,088	11,078	1,010	785	183	42	100.0	91.6	8.4	6.5	1.5	0.4
Elementary:												
0 to 8 years	1,511	1,452	60	48	4	8	100.0	96.0	4.0	3.2	0.3	0.5
High School:												
1 to 3 years	1,587	1,497	90	73	11	6	100.0	94.3	5.7	4.6	0.7	0.4
4 years	4,819	4,476	343	283	45	17	100.0	92.9	7.1	5.9	0.9	0.4
College:												
1 to 3 years	1,700	1,527	173	147	26	—	100.0	89.8	10.2	8.6	1.5	—
4 years	1,220	1,045	175	120	49	6	100.0	85.7	14.3	9.9	4.0	0.5
5 or more years	1,205	1,036	169	114	49	5	100.0	86.0	14.0	9.5	4.1	0.4
Education not reported	45	45	—	—	—	—	X	X	X	X	X	X
Black												
Family Income												
All Incomes	2,166	2,096	70	57	10	3	100.0	96.8	3.2	2.6	0.5	0.1
Less than $5,000	433	428	5	3	—	1	100.0	98.9	1.1	0.8	—	0.3
$5,000 to $9,999	621	605	16	9	7	—	100.0	97.4	2.6	1.5	1.1	—
$10,000 to $14,999	386	377	9	9	—	—	100.0	97.8	2.2	2.2	—	—
$15,000 to $19,999	219	211	8	8	—	—	100.0	96.5	3.5	3.5	—	—
$20,000 to $24,999	192	179	14	11	2	1	100.0	88.8	11.2	10.2	1.0	—
$25,000 to $49,999	129	114	14	13	1	—	100.0	91.5	8.5	7.2	1.3	—
$50,000 and over	13	13	—	—	—	—	X	X	X	X	X	X
Income not reported	174	169	5	5	—	—	100.0	97.2	2.8	2.8	—	—
Education of Householder												
All Education Levels	2,166	2,096	70	57	10	3	100.0	96.8	3.2	2.5	0.5	0.1
Elementary:												
0 to 8 years	593	589	5	1	3	—	100.0	99.2	0.8	0.2	0.6	—
High School:												
1 to 3 years	597	583	14	10	3	1	100.0	97.6	2.4	1.6	0.6	0.2
4 years	648	623	25	21	2	1	100.0	96.2	3.8	3.3	0.3	0.2
College:												
1 to 3 years	207	193	15	15	—	—	100.0	93.0	7.0	7.0	—	—
4 years	72	64	8	7	1	—	X	X	X	X	X	X
5 or more years	35	31	4	4	—	—	X	X	X	X	X	X
Education not reported	13	13	—	—	—	—	X	X	X	X	X	X
Spanish Origin[1]												
Family Income												
All Incomes	873	831	43	34	4	4	100.0	95.1	4.9	4.0	0.5	0.4
Less than $5,000	137	134	3	3	—	—	100.0	97.6	2.4	2.4	—	—
$5,000 to $9,999	168	165	3	1	—	1	100.0	98.4	1.6	0.8	—	0.8
$10,000 to $14,999	199	195	4	3	1	—	100.0	97.9	2.1	1.6	0.4	—
$15,000 to $19,999	129	114	15	13	—	2	100.0	88.5	11.5	9.8	—	1.8
$20,000 to $24,999	74	69	6	3	2	—	X	X	X	X	X	X
$25,000 to $49,999	96	88	8	7	1	—	100.0	91.5	8.5	7.2	1.3	—
$50,000 and over	5	5	—	—	—	—	X	X	X	X	X	X
Income not reported	65	62	4	4	—	—	X	X	X	X	X	X
Education of Householder												
All Education Levels	873	831	43	34	4	4	100.0	95.1	4.9	4.0	0.5	0.4
Elementary:												
0 to 8 years	383	374	9	6	—	2	100.0	97.7	2.3	1.7	—	0.6
High School:												
1 to 3 years	134	129	5	5	—	—	100.0	96.1	3.9	3.9	—	—
4 years	210	188	21	18	2	1	100.0	89.8	10.2	8.5	1.1	0.7
College:												
1 to 3 years	65	61	3	3	—	—	X	X	X	X	X	X
4 years	35	31	4	2	2	—	X	X	X	X	X	X
5 or more years	16	15	—	—	—	—	X	X	X	X	X	X
Education not reported	32	32	—	—	—	—	X	X	X	X	X	X

[1] Persons of Spanish origin may be of any race.

— Represents zero or rounds to zero.

X Base less than 75,000

SOURCE: U.S. Department of Commerce, Bureau of the Census

Private and Public Elementary and High-School Enrollment, By Race and Spanish Origin: October 1948 to 1979

(Numbers in thousands. Civilian noninstitutional population)

Race And Year	Elementary and High School: Total Enrolled	Elementary and High School: Public	Elementary and High School: Private: Number	Elementary and High School: Private: Percent	Elementary: Total Enrolled	Elementary: Public	Elementary: Private: Number	Elementary: Private: Percent	High School: Total Enrolled	High School: Public	High School: Private: Number	High School: Private: Percent
All Races												
1979	42,981	38,750	4,231	9.8	27,865	24,756	3,109	11.2	15,116	13,994	1,122	7.4
1978	43,965	39,483	4,482	10.2	28,490	25,252	3,238	11.4	15,475	14,231	1,244	8.0
1977	44,967	40,468	4,499	10.0	29,234	25,983	3,251	11.1	15,753	14,505	1,248	7.9
1976	45,516	41,239	4,276	9.4	29,774	26,698	3,075	10.3	15,742	14,541	1,201	7.6
1975	46,131	41,674	4,457	9.7	30,446	27,166	3,279	10.8	15,685	14,508	1,178	7.5
1974	46,573	42,231	4,341	9.3	31,126	27,956	3,169	10.2	15,447	14,275	1,172	7.6
1973	46,816	42,363	4,452	9.5	31,469	28,201	3,268	10.4	15,347	14,162	1,184	7.7
1972	47,411	42,708	4,704	9.9	32,242	28,693	3,549	11.0	15,169	14,015	1,155	7.6
1971	48,690	43,886	4,804	9.9	33,507	29,829	3,678	11.0	15,183	14,057	1,126	7.4
1970	48,665	43,546	5,119	10.5	33,950	30,001	3,949	11.6	14,715	13,545	1,170	8.0
1969	48,341	43,225	5,117	10.6	33,788	29,825	3,964	11.7	14,553	13,400	1,153	7.9
1968	47,906	42,320	5,586	11.7	33,761	29,527	4,234	12.5	14,145	12,793	1,352	9.6
1967	47,230	41,375	5,854	12.4	33,440	28,877	4,562	13.6	13,790	12,498	1,292	9.4
1966	45,889	39,919	5,967	13.0	32,525	27,934	4,590	14.1	13,364	11,985	1,377	10.3
1965	45,057	38,838	6,218	13.8	32,082	27,321	4,761	14.8	12,975	11,517	1,457	11.2
1964	44,200	37,945	6,256	14.2	31,387	26,542	4,846	15.4	12,813	11,403	1,410	11.0
1963	43,683	37,688	5,993	13.7	31,245	26,502	4,742	15.2	12,438	11,186	1,251	10.1
1962	42,177	36,579	5,598	13.3	30,661	26,148	4,513	14.7	11,516	10,431	1,085	9.4
1961	41,677	36,038	5,638	13.5	30,718	26,221	4,497	14.6	10,959	9,817	1,141	10.4
1960	40,598	35,029	5,568	13.7	30,349	25,814	4,535	14.9	10,249	9,215	1,033	10.1
1959	38,998	33,251	5,747	14.7	29,382	24,680	4,702	16.0	9,616	8,571	1,045	10.9
1958	37,666	32,285	5,383	14.3	28,184	23,800	4,385	15.6	9,482	8,485	998	10.5
1957	36,204	31,135	5,069	14.0	27,248	23,076	4,172	15.3	8,956	8,059	897	10.0
1956	34,712	30,142	4,570	13.2	26,169	22,474	3,695	14.1	8,543	7,668	875	10.2
1955	33,419	29,259	4,159	12.4	25,458	22,078	3,370	13.3	7,961	7,181	780	9.8
1954	32,160	28,469	3,690	11.5	24,427	21,416	3,011	12.3	7,733	7,053	679	8.8
1953	30,420	26,845	3,573	11.7	23,154	20,245	2,908	12.6	7,266	6,600	665	9.2
1952	29,970	26,590	3,380	11.3	22,774	20,060	2,714	11.9	7,196	6,530	666	9.3
1951[1]	28,622	25,464	3,158	11.0	21,842	19,296	2,546	11.7	6,780	6,168	612	9.0
1950[1]	27,897	24,859	3,040	10.9	21,207	18,710	2,499	11.8	6,690	6,149	541	8.1
1949[2]	26,946	23,976	2,970	11.0	20,486	18,090	2,396	11.7	6,460	5,886	574	8.9
1948[2]	26,083	23,608	2,475	9.5	19,773	17,779	1,994	10.1	6,310	5,829	481	7.6
White												
1979	35,542	31,723	3,818	10.7	22,959	20,174	2,785	12.1	12,583	11,549	1,033	8.2
1978	36,421	32,292	4,129	11.3	23,524	20,551	2,973	12.6	12,897	11,741	1,156	9.0
1977	37,414	33,292	4,122	11.0	24,262	21,312	2,950	12.2	13,152	11,980	1,172	8.9
1976	37,990	34,040	3,950	10.4	24,776	21,947	2,829	11.4	13,214	12,093	1,121	8.5
1975	38,636	34,465	4,169	10.8	25,412	22,351	3,059	12.0	13,224	12,114	1,110	8.4
1974	39,124	35,029	4,097	10.5	26,051	23,063	2,990	11.5	13,073	11,966	1,107	8.5
1973	39,622	35,473	4,149	10.5	26,531	23,506	3,025	11.4	13,091	11,967	1,124	8.6
1972	40,144	35,745	4,399	11.0	27,185	23,869	3,316	12.2	12,959	11,876	1,083	8.4
1971	41,185	36,657	4,527	11.0	28,187	24,720	3,466	12.3	12,998	11,937	1,061	8.2
1970	41,361	36,522	4,839	11.7	28,638	24,923	3,715	13.0	12,723	11,599	1,124	8.8
1969	41,160	36,305	4,853	11.8	28,572	24,803	3,768	13.2	12,588	11,502	1,085	8.6
1968	40,914	35,587	5,326	13.0	28,634	24,580	4,054	14.2	12,280	11,007	1,272	10.4
1967	40,412	34,813	5,599	13.9	28,415	24,044	4,371	15.4	11,997	10,769	1,228	10.2
1966	39,330	33,552	5,775	14.7	27,687	23,240	4,446	16.1	11,643	10,312	1,329	11.4
1965	38,728	32,731	5,997	15.5	27,372	22,770	4,602	16.8	11,356	9,961	1,395	12.3
1964	38,078	32,052	6,026	15.8	26,821	22,154	4,667	17.4	11,257	9,898	1,359	12.1
1963	37,703	31,963	5,739	15.2	26,709	22,181	4,527	16.9	10,994	9,782	1,212	11.0
1962	36,542	31,139	5,403	14.8	26,272	21,922	4,350	16.6	10,270	9,217	1,053	10.3
1961	36,031	30,649	5,383	14.9	26,294	22,014	4,281	16.3	9,737	8,635	1,102	11.3
1960	35,157	29,820	5,338	15.2	26,035	21,696	4,339	16.7	9,122	8,124	999	11.0
1959	33,981	28,426	5,555	16.3	25,395	20,854	4,541	17.9	8,586	7,572	1,014	11.8
1958	32,864	27,679	5,185	15.8	24,380	20,178	4,203	17.2	8,484	7,501	982	11.6
1957	31,605	26,716	4,889	15.5	23,610	19,595	4,015	17.0	7,995	7,121	874	10.9
1956	30,410	26,011	4,399	14.5	22,740	19,186	3,554	15.6	7,670	6,825	845	11.0
1955	29,221	25,250	3,971	13.6	22,185	18,947	3,238	14.6	7,036	6,303	733	10.4
1954	28,281	24,730	3,551	12.6	21,309	18,412	2,897	13.6	6,972	6,318	654	9.4
1953	26,761	23,290	3,471	13.0	20,262	17,447	2,815	13.9	6,499	5,843	656	10.1
Black												
1979	6,541	6,224	317	4.8	4,296	4,053	243	5.7	2,245	2,171	74	3.3
1978	6,632	6,365	267	4.0	4,356	4,154	202	4.6	2,276	2,211	65	2.9
1977	6,714	6,435	280	4.2	4,387	4,166	221	5.0	2,327	2,269	59	2.5
1976	6,688	6,443	246	3.7	4,430	4,256	175	4.0	2,258	2,187	71	3.1
1975	6,708	6,484	224	3.3	4,509	4,344	165	3.7	2,199	2,140	59	2.7
1974	6,710	6,527	185	2.8	4,585	4,455	131	2.9	2,125	2,072	54	2.5
1973	6,517	6,265	252	3.9	4,473	4,277	196	4.4	2,044	1,988	56	2.7
1972	6,598	6,353	245	3.7	4,573	4,382	191	4.2	2,025	1,971	54	2.7
1971	6,883	6,663	220	3.2	4,877	4,712	165	3.4	2,006	1,951	55	2.7
1970	6,702	6,462	241	3.6	4,868	4,668	200	4.1	1,834	1,794	41	2.2
1969	6,593	6,384	208	3.2	4,785	4,633	151	3.2	1,808	1,751	57	3.2
1968	6,434	6,225	208	3.2	4,716	4,560	146	3.1	1,718	1,656	62	3.6
1967	6,269	6,049	219	3.5	4,618	4,444	173	3.7	1,651	1,605	46	2.8
1966[3]	6,561	6,367	194	3.0	4,840	4,694	146	3.0	1,721	1,673	48	2.8
1965[3]	6,330	6,107	222	3.5	4,711	4,551	160	3.4	1,619	1,556	62	3.8
1964[3]	6,122	5,893	230	3.8	4,566	4,388	179	3.9	1,556	1,505	51	3.3
1963[3]	5,980	5,725	254	4.2	4,536	4,321	215	4.7	1,444	1,404	39	2.7
1962[3]	5,635	5,440	195	3.5	4,389	4,226	163	3.7	1,246	1,214	32	2.6
1961[3]	5,646	5,390	255	4.5	4,424	4,207	216	4.9	1,222	1,182	39	3.2
1960[3]	5,440	5,210	229	4.2	4,313	4,118	195	4.5	1,127	1,092	34	3.0
1959[3]	5,017	4,825	192	3.8	3,987	3,826	161	4.0	1,030	999	31	3.0
1958[3]	4,802	4,602	199	4.1	3,804	3,621	182	4.8	998	981	17	1.7
1957[3]	4,599	4,422	177	3.8	3,638	3,483	155	4.3	961	939	22	2.3
1956[3]	4,302	4,130	172	4.0	3,429	3,287	142	4.1	873	843	30	3.4
1955[3]	4,199	4,009	190	4.5	3,273	3,131	142	4.3	926	878	48	5.2
1954[3]	3,879	3,739	140	3.6	3,118	3,004	114	3.7	761	735	26	3.4
1953[3]	3,659	3,555	103	2.8	2,892	2,798	93	3.2	767	757	10	1.3
Spanish Origin[4]												
1979	2,854	2,620	234	8.2	1,934	1,745	189	9.8	920	875	45	4.9
1978	2,761	2,529	231	8.4	1,893	1,704	188	9.9	868	825	43	5.0
1977	2,802	2,490	312	11.1	1,874	1,654	220	11.7	928	836	92	9.9
1976	2,866	2,635	230	8.0	1,934	1,768	165	8.5	932	867	65	7.0
1975	3,010	2,744	265	8.8	2,062	1,858	204	9.9	948	886	61	6.4
1974	2,956	2,636	319	10.8	2,040	1,780	260	12.7	916	856	59	6.4
1973	2,642	2,419	223	8.4	1,884	1,712	172	9.1	758	707	51	6.7
1972	2,712	2,489	223	8.2	1,879	1,705	173	9.2	834	784	50	6.0

[1] For persons 5 to 29 years old. [2] For persons 5 to 24 years old. [3] For persons of Black and other races. [4] Persons of Spanish origin may be of any race. SOURCE: U.S. Department of Commerce, Bureau of the Census

Census Finds Private-School Enrollment Down

Continued from Page 1

to private schools. Opponents of tax credits generally argue the opposite.

"One argument against tax credits," said Bruno V. Manno, director of research at the National Catholic Education Association (N.C.E.A.), "is that if all this money is available, the middle class will take their kids out of public schools—in other words, that income is a major determinant, if not the only one," in parents' decisions about private schools.

"The report clearly says this is not the only determinant," Mr. Manno said. "It also demonstrates that private schools are not a 'threat' to public education."

The report, based on data from the 1979 Current Population Survey, shows both a decline in the total number of students in private schools and a lower proportion of the nation's students attending them.

In 1979, a total of 5,896,000 students attended private nurseries, kindergartens, and elementary and high schools.

About 4.2 million of those students were enrolled in private elementary and high schools, compared with 38.8 million in public schools, the Census Bureau said.

In 1964, 14.2 percent of the nation's students attended private schools, the report states, compared with 9.8 percent in 1979.

The report says that growth in both elementary and secondary private schools peaked in the mid-1960's. It reflected, according to the Census Bureau, not only the movement through the schools of the "baby boom" generation but also a private-school attendance rate that increased from 1950 to 1964 and then began to decline well before the boom peaked in the public schools.

Private-school enrollment doubled in the 14-year period, while total national school enrollment increased by almost 60 percent.

During that period, the private schools' share of total enrollment increased from 8.1 to 11.2 percent.

But over the next 15 years the number and proportion of private-school students declined to about two-thirds of the mid-1960's level.

The report does not analyze in detail the reasons for the decline, but suggests it is due in part to the migration of large numbers of families from the cities to the suburbs during the period (and out of central-city private schools), and to problems suffered since 1964 by Catholic schools—whose students as of 1979 still made up two-thirds of the total private-school population.

From 1964 to 1979, enrollment in Catholic schools dropped 44 percent. The report says that increased expenditures on public education, declining numbers of teaching nuns and priests, and a reluctance to build new Catholic schools in new suburban areas when other schools remained idle in older areas all contributed to the decline.

'Tumultuous' Period

Mr. Manno of the N.C.E.A. said the period covered in the report "was probably one of the most tumultuous in American Catholic church history," adding that the situation has apparently stabilized in the last two years. "The report could be misleading if we conclude from it that Catholic schools are in trouble."

Catholic schools' share of total enrollment began to stabilize in 1976, Mr. Manno noted, and even increased slightly in 1981. Today, Catholic schools enroll about 6.8 percent of all students, he said.

The stabilization is the result of growth in Catholic schools in the West, the Far West, and the Southeast, he said. In 1980, of the 18 new Catholic schools that opened, 15 were in these regions.

The Census Bureau reports similar patterns. From 1960 to 1979, the proportion of students in private schools increased only in the South (from 6 percent to 8 percent), decreased slightly in the West, dropped 6 percent in the North Central states, and dropped from 22 percent to 13 percent in the Northeast.

Many private academies opened in the South during the period in response to federally ordered school desegregation, the report notes.

The Northeast still has the highest proportion of private-school students, however, according to the report. The drop in Northern states resulted from Catholic-school losses, because three-fourths of Catholic-school enrollment as of 1969 was concentrated in the Northeast and North Central states, the report states.

The Census Bureau's report also noted that:

- Eighty-three percent of students attending private schools attended church-related schools in 1979.
- The median family income for families with children in private schools was $22,600 in 1979, compared with $16,500 for public-school families.
- Sixty percent of the 2,665,000 private-school families had only one child enrolled in private school. Twenty-seven percent had two children enrolled; the remainder had three or more.

The report, *Private School Enrollment, Tuition, and Enrollment Trends: October 1979*, is available for $4.75 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. The government order number is 003-001-91535-9.

Teachers Share Scarce Positions

Continued from Page 8

rarely needed for job sharers because they cover for each other and that school systems often save money when older, highly paid teachers switch to job sharing and half-pay.

The legislative auditor's report in Hawaii calculated that the state saved $440,000 in salaries during the first two-and-a-half years of its job-sharing project. Some administrators, though, say they do not save money on job sharing when they give both teachers full fringe benefits.

While parents often seem to be initially skeptical of having their children taught under a team-teaching arrangement, recent studies suggest that they like the arrangement once it is in place.

For example, of 117 parents responding to a survey done last spring by the Mt. Diablo Unified School District in California, where about 60 teachers share jobs, 96 percent said they would have their children taught by team-teachers again. Similar positive responses by parents were found in the evaluation of Hawaii's program.

In addition, all of the 21 principals surveyed in the Mt. Diablo study endorsed job sharing, while 95 percent of the 400 students questioned said they enjoyed it and 82 percent said they would choose it again.

The major concern of parents and school administrators, it seems, is that two teachers sharing a job could result in duplication or, conversely, a lack of continuity in disciplinary practices and instruction.

"Communication is the key," said Mr. Stallone, the San Francisco principal. "If the teachers don't keep in close contact, the whole thing can fall apart. So far, there haven't been any problems here."

"It's absolutely essential that you are compatible with the person you work with," said Judith A. Haslam, an administrator in the budget and personnel offices of the San Francisco school system who shared her duties as a middle-school English teacher during 1978-79 while she pursued a master's degree in business administration.

"We spent a lot of time bridging differences in ideas about discipline, teaching styles, and the expectations we had for the kids," Ms. Haslam said. "It turned out that over the course of the year, I gave every student one grade lower than my colleague."

Most teaching partnerships are initiated by teachers who submit written proposals to their principals. The often sticky questions of benefits, seniority, and reversibility (switching back to full-time work) are dealt with differently from place to place, says Ms. Moorman, depending on state regulations, collective-bargaining agreements, and school-system policies.

But while the National Educational Association (N.E.A.) adopted a resolution in 1981 endorsing the job-sharing concept, neither it nor the American Federation of Teachers is pushing the partnership idea at the national level.

"We support the idea, but it's not a raging hot item," said John E. Dunlop, manager of negotiations for the N.E.A.

Despite that, job sharing got a boost in Connecticut last spring, when Gov. William A. O'Neill signed a law allowing teachers to retire but to continue teaching about two courses a year while still collecting full retirement benefits.

"It will definitely encourage job sharing among older teachers who want to phase out of the profession," said Ralph M. Burke, director of personnel for the Fairfield school system.

California and Minnesota also have laws that make it easier for older teachers to share jobs.

Changing Policies Cause Confusion Over College Aid

Continued from Page 13

Other states and postsecondary institutions require the student to use the Financial Aid Form (FAF) of the College Scholarship Service or the Family Financial Statement (F.F.S.) of the American College Testing program. [Pennsylvania residents are required to file the PHEAA form of the Pennsylvania Higher-Education Assistance Agency and California residents must use the Student Aid Application for California (SAAC).]

On these forms, the student checks a box indicating whether he or she wants the information transmitted to the Pell Grant processing agent and/or to the state scholarship agency. It is extremely important that the student answer "yes" to the appropriate questions in order for the information to be transmitted.

The need-analysis services process the documents and return a copy of the analysis to the student.

5. If a student applies for federal student aid, four to six weeks later the student will receive a Student Aid Report (SAR). The SAR reproduces information given on the application. Based on that information, the SAR shows whether student is eligible for a Pell Grant. If student is eligible, the financial-aid administrator at the postsecondary institution can use the Student Aid Index number to determine the amount of the Pell Grant. Even if the student is ineligible for that, the administrator can use the SAR to determine eligiblity for aid from the Supplemental Educational Opportunity Grant, College Work-Study, and National Direct Student Loans programs.

6. The state agencies to which financial information may have been sent notify the institutions of the student's eligibility for state funds. In the majority of states, the award notification is sent to the student as well.

7. Once all the information has been received, the institution can determine the student's eligibility for aid from various programs, calculate his or her financial need, and develop an aid package. The institution notifies the student via an award letter which describes the aid the student will receive.

The Deadlines

March 15, 1983. Federal student-aid application or Special Condition Application must be received by this date.

May 5, 1983. Corrections to SAR must be received by this date.

May 31, 1983, or the last day of student's enrollment in 1982-83, whichever comes first. Deadline for submitting the SAR to the college financial-aid office—if the student enrolled before May 1.

June 15, 1983. Requests for duplicate SAR's must be received by this date.

June 30, 1983, or student's last day of enrollment in 1982-83, whichever comes first. Deadlines for submitting SAR to the college financial-aid office—if student enrolled for the first time in the award period (July 1, 1982-June 30, 1983) *on or after May 1.*

Additional Information

Counselors may obtain up to 25 free copies of "The Student Guide: Five Federal Financial Aid Programs, 1983-84" and counselors and students may obtain additional information about applying for Pell Grants, N.D.S.L., College Work-Study, or SEOG programs from Federal Student Financial Aid, Post Office Box 84, Washington, D. C. 20024.

The Federal Student Financial Aid Information Center has a toll-free number 800-638-6700 (or, for Maryland residents, 800-492-6602) to answer financial-aid questions that cannot be answered by counselors or by referring to available publications.

The Pell Grant Processor can be reached at (213) 820-2800 by students and counselors seeking information on whether Pell Grant applications have been received and processed. The address is Federal Student Aid Programs, at the post office boxes designated below, Los Angeles, Calif. 90009. Post office boxes for various departments are as follows:

Department	P.O. Box
History Corrections/Asset Revisions	92842
Program Materials Distribution	92833
ADS (Alternate Disbursement System)	
Form 304	92834
Form 304-1	92838
Inquiry Correspondence	92836
Applications	92831
Special Condition Application	92831
Duplicates and Address Changes	92832
Haven't Heards	92832

The national financial-aid-officers' organization urges that these information resources be used prudently, since the Office of Student Financial Assistance will be able to maintain them only as long as their costs remain reasonable.

Additional Reading

Among the books explaining how to apply for financial aid that are commonly available in school libraries are: *Applying for Financial Aid*, published by the American College Testing Program; *Meeting College Costs* and the *College Cost Book, 1982-83*, published by the College Scholarship Service; and *Don't Miss Out: The Ambitious Student's Guide to Scholarships and Loans, 1982-83* by Robert Leiter, published by Octameron Assoc.

Tips on Guidance Efforts

Some of the most successful ways to encourage awareness of financial-aid issues, according to Mr. Sciami of St. John's University and others, are these:

- Help students learn to utilize available resources, including the library and nearby college financial-aid offices, to find information.
- Encourage students, who tend to put off applications until the last minute, to plan ahead and prepare early.
- Regularly distribute information on scholarship sources and deadlines to students.
- Bring college officials to campus to talk to students and their parents.
- Sponsor evenings in which students and their parents receive help in filling out application forms.
- Provide a realistic picture of funding for federal financial-aid programs.

"Nowadays, it is just as important to let students know that there is aid available as what process one goes through to get that aid," Mr. Sciami says.

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A TREND

A decline in the emphasis on evolution in biology textbooks that began in the 1970's is continuing, according to an analysis of 102 textbooks published since the turn of the century. But observers disagree on the cause and one questions the study's methodology.

See Page 8.

A DISPUTE

Is a school district's internal mail system a public or a nonpublic forum? May one organization be granted exclusive use of it? Rival teachers' unions from Indiana argued those questions before the U. S. Supreme Court last week in a suit the national unions are watching closely.

See Page 9.

AN ANOMALY

Deep in the rural South, the nation's last remaining all-black preparatory boarding school is optimistic as it struggles to maintain its identify and to survive in a changing world.

See Page 5.

EDUCATION WEEK

American Education's Newspaper of Record

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Job-Training Law Expands Roles of Schools, Business

Signing Coincides With Record Unemployment

By Susan G. Foster

Washington—After nearly 10 years and expenditures of more than $50 billion, CETA (the Comprehensive Employment and Training Act) became history last week when President Reagan signed a new employment and training bill to replace it.

The signing occurred within days after the Department of Labor released statistics showing that unemployment had reached 10.1 percent, the highest rate since the Great Depression, and at a time when Senators and Representatives were on the campaign trail facing voters deeply concerned about jobs.

It was also a week in which *Newsweek*, for only the fourth time in its history, took an editorial position—about jobs. Describing its cover story, the magazine told its millions of readers that "profound pressures are changing the nature of work and the work force" and said it was offering "a seven-point agenda for action to help put America back to work."

Federal Support System

Newsweek, the legislators who backed the new job-training program, and President Reagan, who signed it despite his earlier opposition to the measure, appeared to agree that some federal support system for Americans out of work was called for.

But experts on job-training admit they are uncertain whether the new bill—the Job Training Partnership Act—will be more effective than CETA in reducing the number of unemployed and welfare recipients. They generally agree, however, that the new employment and training legislation, which will cost an estimated $3.7 billion in the fiscal year 1983, offers educators greater opportunity than CETA did to participate in skill-training programs for the nation's economically disadvantaged young people and adults.

Gene Bottoms, executive director of the American Vocational Association, believes that vocational education's position under the new legislation will improve. "There is enough language in the legislation to suggest that vocational education will be an integral part of the job-training program," Mr. Bottoms points out.

The resources of local vocational systems are the logical choice for serving the eco-

Continued on Page 10

JOHN PHILLIPS—CHRONICLE OF HIGHER EDUCATION

Reporters and spectators gather in front of the Supreme Court for an impromptu news conference after arguments in the tax-exemption case.

Racial Policies, Religious Rights Square Off As High Court Hears Tax-Exemption Case

By Eileen White

Washington—A dispute over the eligibility of racially discriminatory religious schools for federal tax exemptions came before the U. S. Supreme Court last week in a lawsuit that has become the focal point of criticism of the Reagan Administration's civil-rights policy.

In an unusual move, both the federal government's previous position—that the I.R.S. has the authority to deny tax benefits to discriminatory schools—and its current position—that that authority has not been specifically granted by the Congress—were presented to the Justices.

The case involves appeals of rulings by the U. S. Court of Appeals for the Fourth Circuit against two educational institutions denied tax-exempt status by the Internal Revenue Service (I.R.S.). The I.R.S. in 1970 revoked the tax-exempt status of Bob Jones University of Greenville, S. C., and denied the application for tax exemption of the Goldsboro Christian Schools of Golds-

Continued on Page 12

Court Takes Case Alleging Sex Bias In State Annuities

Thousands of Teachers Covered by Similar Plans

**By Tom Mirga
and Sheppard Ranbom**

Washington—The U. S. Supreme Court, in a move that could have broad ramifications for the nation's teacher-retirement systems, last week agreed to review a lawsuit that challenges sex-based inequities in Arizona's public-employee annuity plan.

The Court has been asked to decide whether the use of insurance mortality tables in administering the plan violates Title VII of the Civil Rights Act of 1964, which prohibits discrimination in employment on the basis of sex and race.

According to a report conducted by the Rand Corporation for the National Institute of Education in 1980, all state-operated teacher-retirement systems offer such annuity options to their employees.

The report also noted that if a teacher does not elect any other pension options offered by his employer, his pension is automatically paid out under an annuity scheme of the type now facing review by the Court.

According to 1977 Labor Department figures, 34,200,000 American workers are enrolled in 132,400 "defined benefit" plans—plans, such as those affecting many school employees, that pay equal retirement benefits to men and women; another 15,500,000 workers are enrolled in "defined contribution" plans—those that are based on actuarial tables that make distinctions in benefits paid based on differing mortality statis-

Continued on Page 13

Crowded Out of Curricula by Social Studies

Basic-Education Panel Urges Return to the Study of History

By Susan Walton

History is a required subject in the public schools of every state. By the time they graduate from high school, most students have taken courses in American history, the history of their state, civics, and "world cultures." Many have taken some of these subjects twice.

Under the circumstances, can one argue that the amount and quality of history being taught and learned in the schools is inadequate and becoming more so?

Indeed one can, says a panel of historians, teachers, and administrators who spent several years pondering the subject. The panel is the Council for Basic Education's history commission, which this month issued its final report, *Making History Come Alive*.

The council, a nonprofit educational organization based in Washington, formed the 12-member commission in 1979. The members were drawn from all levels of education. James Howard, a council staff member, and Thomas Mendenhall, former president of Smith College, wrote the report on behalf of the entire commission.

The panel is critical, on several counts, of the way educators handle the teaching of history:

- The territory in the curriculum that was once occupied by history has been colonized by 24 other "disparate areas" that are classified as "social studies." While urban stud-

Continued on Page 12

In Summary

Mandatory Silence
A federal court has overturned a Tennessee law requiring that the school day begin with a minute of silence "for meditation or prayer or personal beliefs." **Story on Page 4.**

Mandatory Vaccinations
A law that exempted some Maryland students from state-required immunization against major diseases has been struck down because it gave preference to some religions. **Story on Page 4.**

Mandatory School-Finance Equity in Michigan
The claim of 22 districts that the state's finance formula is unconstitutional because it relies so heavily on property taxes is dismissed, but the districts say they'll appeal. **Story on Page 4.**

When E. F. Hutton Talks . . .
A Colorado school district is using an innovative plan, developed by one of the nation's largest bond-counseling firms, to build new schools without holding a bond election. **Story on Page 6.**

A Successful Challenge to 'Exit' Tests
A Florida honor-roll student who failed her basic-skills graduation test has been awarded her diploma three years later under the terms of a court-approved settlement. **Story on Page 6.**

A Solution Becomes a Problem
An Illinois collective-bargaining law has caused so much confusion and dissatisfaction that the 10-year-old legislative battle that finally resulted in its passage is about to be resumed. **Story on Page 8.**

Highland Falls Versus Army
Its revenues reduced by cuts in the federal impact-aid program, a New York school district is demanding that the people who live and work at West Point pay tuition for their children. **Story on Page 9.**

Higher Education: Doubts About Costs and Benefits
A new poll reveals that Americans are worried about their ability to pay for a college education and fear that even a college degree may not help them get a job in hard economic times. **Story on Page 11.**

Colleges Column 11
Commentary ....14 and 20
Deadlines 16
Events 16
Letters 14
Marketplace 19
New in Print 15
Washington News 9

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

Federal

Checks in the Mail: Chapter I Funds Released by E.D.

The Education Department announced last Wednesday that by the end of last week it would have mailed approximately $150 million in special Chapter I funds to states.

The special allocation of funds for the education of disadvantaged children was ordered by the Congress when it passed a supplemental appropriations bill in September. The Congress approved the allocation in order to help solve a dispute that began when Secretary of Education Terrel H. Bell decided to base this year's Chapter I allocations on the basis of 1970 Census Bureau poverty statistics rather than those for 1980.

Eleven states and Puerto Rico, where the number of impoverished people increased over the past decade, sued Mr. Bell for making that decision, claiming that it would result in their loss of million of dollars in aid.

Attorneys representing those states in federal court said that they would withdraw their lawsuit if the special appropriation was passed.

P. Alistair MacKinnon, coordinator of federal education legislation for the New York state education department, said that receipt of the special payments "would solve 99 percent of the problem."

Mr. MacKinnon said that to his department's understanding, the legislation prevents states from using any of the special appropriation to cover state administrative costs, a situation that displeases the plaintiffs in the lawsuit against Mr. Bell.

He said the matter would probably come up during a hearing regarding the case, *Ambach* v. *Bell*, that is scheduled to be heard Oct. 22 in federal district court in Washington.

Disabled Students May Seek Damages, High Court Says

Handicapped students who believe their rights under the 1973 Rehabilitation Act have been violated may sue for monetary damages, the U. S. Supreme Court affirmed last week. In upholding a ruling by the U. S. Court of Appeals for the Ninth Circuit last February, the Court also held that students may not sue under the 1975 Education for All Handicapped Children Act.

The handicapped-children law, P. L. 94-142, requires schools to provide a free, appropriate education for handicapped children. Section 504 of the rehabilitation law prohibits discrimination against handicapped persons in federally funded programs.

The case, *Special School District of St. Louis* v. *Miener*, involved a student who sued the St. Louis special-education school district, seeking $524,000 because she was educated in a state hospital rather than in the school district's special-education program.

Both the school district and the parents of the student had sought Supreme Court review. The district asked the Court to rule against providing for monetary damages; the parents asked for permission to seek damages under both laws.

The case, which has never been decided on its merits, is being returned to lower court for trial.

National

Electronics Firms Join Science Agency In Research Project

The National Science Foundation has selected 58 research teams to conduct experimental projects aimed at improving science and engineering education for students in high school and the early years of college.

The program will also enlist the aid of private industry. For 52 of the projects, five electronics companies will donate computer equipment for the researchers' use. The companies are: Radio Shack, the Atari Institute for Educational Action-Research, the Digital Equipment Corporation, IBM Corporation, and the Apple Education Foundation.

The federal science agency will provide $855,668 to the researchers, who will explore ways that computers and other "information-handling technologies" can help students learn science and engineering. All of the researchers are based at colleges or universities.

The five companies will donate equipment worth a total of $947,217 and will provide advice on how to use the computers most effectively. Each institution that will receive a grant is required to pay one-fourth of the project's costs.

Computer Company Donates Programs For Schools' Use

Commodore International Ltd., a leading manufacturer of personal computers, is making 656 educational computer programs for school use available at no charge.

The firm will distribute copies of the programs to large school systems and will make them available to all others. Public and private education groups will also be able to copy the software, the company said.

Also, Commodore's 800 computer dealers and 250 education-resource centers will be offered a complete set of the software for a "distribution charge" of $250 and will be urged by the company to make duplicates available free.

The programs, recorded on 50 disks, will also be distributed in Canada and Great Britain.

The package includes programs for English, French, geography, administration, business, games, history, mathematics, science, technology, computer use, and computer science.

The software donation was announced earlier this month at a news conference in New York. At the briefing, the firm gave a set of the programs to the United Nations International School in New York City.

Overseas Students Outscore U.S. Peers On Aptitude Tests

For the seventh consecutive year, students in the Department of Defense Dependents' Schools abroad scored higher on standardized college admissions tests than their counterparts in the United States.

The DODDS system operates 63 high schools in 20 countries for the children of military families.

The average among the 2,357 students who took the Scholastic Aptitude Test last year was 437 on the verbal section and 477 on the mathematics section.

The nationwide average was 426 verbal and 467 in mathematics.

On the American College Testing Program's college-entrance test, the A.C.T., 1,086 DODDS students scored 19.1 on the English-usage portion of the test, 18.6 on mathematics usage, 18.8 on social-studies reading, and 22.4 on natural-science reading.

Nationally, students scored 17.9, 17.2, 17.3, and 20.8 on corresponding sections.

Young Adults Favor Voluntary Service, Gallup Poll Finds

The idea of voluntary national service, supported over the years by some political and social leaders as an alternative to military conscription, apparently continues to find favor with those who would be affected by it. In the latest Gallup Youth Survey, 80 percent of young people between the ages of 18 and 29 said they endorsed the concept of a year's volunteer service either in the armed forces or in "nonmilitary work" in the United States or abroad.

When asked if they themselves would be interested in volunteering if such a program were in effect, 43 percent of the young men and women said yes; of these, 23 percent described themselves as "definitely" interested and 20 percent said they "might be." A total of 54 percent said they would not be interested in volunteering.

Among those who were definitely

No Bargain: Illinois Law Creates New Problems

Teachers' Unions and School Boards Ready for Another Legislative Battle in 1983

By Don Sevener
Special to Education Week

SPRINGFIELD, ILL.—A collective-bargaining law that took a decade to get through the Illinois legislature appears to be causing more problems for teachers and school boards than it solved.

Dissatisfaction with the legislation, which was approved last year, is so widespread that teachers' unions and other special-interest groups are preparing for yet another legislative battle over bargaining next year. The unions hope that the November election will bring additional pro-bargaining forces to the General Assembly so that they can press successfully for a more explicit, mandatory collective-bargaining bill.

The current law has left most people confused and almost everyone unhappy.

The legislation was approved in 1981 when the Illinois Education Association (I.E.A.) put its full weight behind it after 10 years of losing to legislators who were reluctant to "interfere" with the operations of local governments.

Under provisions of the bill, teachers seeking to form a bargaining unit can petition regional superintendents of schools to hold an election.

The law then provides that if the majority of a district's teachers vote to form a union, the union must be recognized by the local board of education—a clause that has touched off controversy, confusion, and a court case.

According to some school officials, the term "recognition" as used in labor law is commonly interpreted to mean mandatory bargaining.

School-board leaders and representatives of school administrators immediately sought clarification from Gov. James R. Thompson and legislative sponsors.

Governor Thompson insisted it was not a mandatory-bargaining law, as did pro-union sponsors in the House and Senate who told colleagues during debate on the measure that it was merely a bill to require representation elections, not collective bargaining.

At that point, as school districts were preparing for the 1981-82 school year, just about everyone agreed that the new law required only that an election be held and not that school boards negotiate contracts with teachers if they did not want to.

Problems Remained

But additional problems remained.

The law called for regional school superintendents to conduct the recognition elections.

But those superintendents—who are elected to office and who perform mainly bookkeeping functions—have little knowledge of or experience with labor law.

Nor was the new law of much help to them in that regard.

It authorized the regional officials to hold the elections but established no guidelines for carrying out that mandate.

So the legal staff of the state board of education called representatives of all interested parties together to come up with a set of regulations to govern how the elections would be handled.

Some of the state's 57 regional superintendents adopted the regulations and some did not, leaving the enforcement of the guidelines uneven and local school officials more confused than ever.

Into that legal chaos stepped the Quincy school district, whose officials were vehemently opposed to bargaining with teachers over a contract.

When teachers in the Mississippi River town petitioned for an election, the school board's attorney approached the county's state's attorney in mid-December seeking a legal opinion on whether an election had to be held at all if the board had no intention of bargaining with teachers.

The state's attorney passed the ball to Illinois Attorney General Tyrone C. Fahner, who issued an informal opinion that further muddied the picture, according to most observers.

According to Mr. Fahner, the law did not mandate collective bargaining.

He said, however, that if a school board did not object to collective bargaining before the recognition election was held, it had tacitly agreed to bargain with teachers once the election was concluded.

The Attorney General was then bombarded with complaints from school-board and state-board officials who claimed his interpretation was unsupported by any provision in the law.

"That was simply not correct," says Julia Quinn Dempsey, legal counsel to the state board of education. "That opinion simply confused things."

Meanwhile, the Wheaton school district in suburban Chicago went to court, hoping to get the law overturned as unconstitutionally vague.

The law was upheld by the circuit court and the case is now on appeal before an appellate court. Left in the legal limbo are several key questions for school boards and teachers' unions.

The issue of whether the law is permissive or mandatory remains unsettled. The procedures for holding recognition elections continue to vary from one area of the state to another. And even the constitutionality of the law awaits a definitive ruling.

So virtually everyone wants some changes made in the law.

"Some additional legislation is needed to make the law workable," Ms. Dempsey says. "It's only a 33-line law and the unions would have you believe it's the National Labor Relations Act."

Yet, some want more changes than others.

"We will continue to work for a comprehensive bargaining bill," says Reg Weaver, president of the I.E.A. "Bargaining is here to stay."

"Some districts feel they don't want to 'abdicate' responsibility or they may be fearful of the bargaining process so they refuse to participate," Mr. Weaver says.

But those are districts generally in rural areas or smaller communities.

According to a 1981-82 survey by the state board, about half the state's 1,009 school districts have signed, negotiated contracts for teachers.

Those districts employ about 85 percent of the teachers in Illinois.

Mr. Weaver says the major thrust of his "comprehensive" approach will be provisions forcing school boards to negotiate with teacher representatives and giving teachers the right to strike.

That is similar to a measure—initially proposed by the Illinois Federation of Teachers (I.F.T.)—which was approved by the Illinois House but died without a vote in the Senate.

Mr. Weaver says the I.E.A. will "work with anyone" to secure passage of mandatory bargaining legislation.

But he also acknowledges that "there is competition" between his organization and the I.F.T. to write the legislation.

Content Measured in 102 Books Published Since 1900

Attention to Evolution in Textbooks Decreasing, Study Says

By Alex Heard

A "significant" decline in the emphasis on evolution in high-school biology textbooks that began in the 1970's has continued so far in this decade, according to a researcher who has completed a study of how much space is devoted to evolution in 102 textbooks published between 1900 and 1982.

Gerald Skoog, chairman of the secondary education department in the college of education at Texas Tech University, says the decline is due largely to the response of publishers to a resurgence of "anti-evolutionist" feeling in the country.

"Some of the content that has been removed or shortened is a result of needed editing of textbooks that were written by committees," Mr. Skoog said. "However, it seems clear that the . . . recent de-emphasis of the coverage of evolution in the textbooks [is] mostly a result of the strenuous pressures anti-evolutionists have exerted upon publishers, authors, educators, and policy-makers."

One publisher involved in producing science textbooks who did not wish to be named maintained that assessing the relative importance given to evolution in textbooks based strictly on word counts is an illogical and inefficient method.

The subject has received increased attention in recent years because of the growing support for creationism at the state and local level. Evolutionists have been stepping up their efforts to fight creationism in state cases such as the Arkansas creationism trial held last year and before local school boards that are being asked to weigh the relative merits of creationism and evolution.

Last summer, the role that textbooks play in the debate came into focus when a committee for the New York City schools rejected three textbooks for inadequately treating the subject of evolution.

Jerry Resnick, president of the National Association of Biology Teachers (N.A.B.T.) and a member of the New York committee, said he has "absolutely" observed a decrease in emphasis on—and number of pages devoted to—evolution.

"Publishers won't openly say they have reduced the number of pages but all you need to do is check," Mr. Resnick said.

Results Discussed

Mr. Skoog discussed his results last week at the N.A.B.T.'s annual meeting in Detroit during one of several sessions devoted to the topic of evolution and creationism.

Mr. Skoog and others, including N.A.B.T.'s executive director, Wayne A. Moyer, believe that textbooks are the best indicators of what is being taught in the classroom. "For most high-school teachers, the textbook *is* the curriculum," Mr. Moyer said.

Over the past several years, Mr. Skoog has counted the words devoted to each of 44 topics related to evolution in selected high-school biology textbooks. And he has traced the changes that have occurred in the treatment of those topics in successive editions of the texts.

Of his sample, Mr. Skoog writes, "No claim has been made that the sample of textbooks in this study includes all of the best sellers of this century."

But the researcher said last week that his study did include "most of the most popular textbooks" that have been used, as well as selections that were representative of the various choices available to teachers.

Of the 102 textbooks he examined, according to Mr. Skoog, 85 had specific chapters on evolution. In 53 of these, evolution was covered within the final quarter of the textbook. Often, Mr. Skoog said, teachers do not work through the entire text during the year.

"Creationism" or "catastrophism" (generally, the idea that the earth was created in a short time by a supernatural being) was included in nine of the 102 books. Six of the books including this topic were pub-

Continued on Page 13

Comparison of the Number of Words Written
On the Topics Related to the Study of Evolution
In Selected Textbooks, 1960-1982

	Textbook							
Year	1	2	3	4	5	6	7	8
1960				8,255				
1961	34,761	22,389	23,306					
1963	45,898	30,363	22,987	8,779				
1965				13,670				
1968	42,621	19,732	21,717		22,121			
1969				18,054				
1973	31,050	18,626	19,400	18,211				
1974					20,346			
1977				13,829	11,431			
1978		17,639						
1980	18,258		19,990					11,794
1981				12,807	4,314	11,361	16,019	
1982		17,878						

SOURCE: GERALD SKOOG

Key to Textbook Title:
1. BSCS* Yellow, Harcourt Brace Jovanovich
2. BSCS* Green, Rand McNally (1963, 1968, 1973, 1978 revisions), Houghton Mifflin (1982 revision)
3. BSCS* Blue, Houghton Mifflin (1963, 1968, 1973 revisions), Heath (1980 revision)
4. *Modern Biology*, Holt, Rinehart & Winston
5. *Biology*, Silver Burdett
6. *Experiences in Biology*, Laidlaw Brothers
7. *Biology*, MacMillan
8. *Biology*, Scott Foresman & Company

* Biological Sciences Curriculum Study

Americans View College as Path to Better Life

But Nationwide Poll Shows Deep Concern About Families' Ability To Foot the Bill

By Sheppard Ranbom

Americans still value higher education as the path to a better job and a richer life, according to a new poll. But they are concerned that even a college degree will not guarantee jobs during a recession, and they are increasingly worried about their ability to pay for college.

These are among the findings of the nationwide survey, which was conducted by an independent polling firm for 11 higher-education organizations and released as part of National Higher Education Week earlier this month.

To get a good job, the respondents said, a person must have a postsecondary education. But about two-thirds said that a person with a college degree is just as likely to be out of work in a recession as someone with only a high-school education.

Concerned About Costs

Over half of those who have plans to put their children through college said they were worried that they would not have the money to do so, while 34 percent said they were concerned but felt they would manage somehow. Only 11 percent said they were confident that they could afford a college education.

The survey of a representative sample of 1,188 adults was conducted for the higher-education groups by Group Attitudes Corporation of New York.

Respondents rated the high cost of a college education as the most important reason people choose not to go to college.

Those who never went to college, did not graduate, or who are in lower income brackets expressed greater support for the idea of universal access to higher education and for federal financial-aid programs than did college graduates and respondents with incomes of more than $40,000 a year.

Over 70 percent of those surveyed favor continued federal grants to low-income students, while over three-quarters said the government should keep providing low-interest loans to middle-class students.

Among major federal spending commitments, higher education ranked fourth behind health care and medical and energy research in terms of the number of respondents who thought they "should not be cut at all."

About 40 percent of respondents felt that aid to higher education should be cut back only slightly; 15 percent said it should be cut back drastically.

"In the vast expansion of higher education since World War II comes a little fat," the Rev. Theodore M. Hesburgh, president of the University of Notre Dame, said at a briefing in Washington on the survey's findings. "If everything is being cut, we can be cut, and we could live with it somehow. We could stand with a little belt tightening . . . But the one thing people don't want to see cut is the money that would allow needy students to go on to higher education."

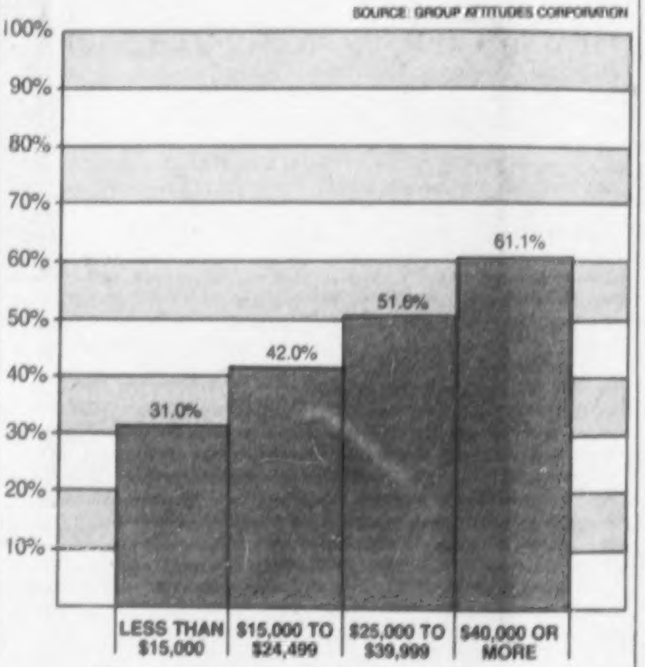
Father Hesburgh noted that there are 400,000 young people in inner cities who are unemployed and unemployable because they lack the basic skills to work. These youths cannot "recapture the promise of American life" without some support, he said.

Three-quarters of the respondents rated higher education in the United States as excellent or good.

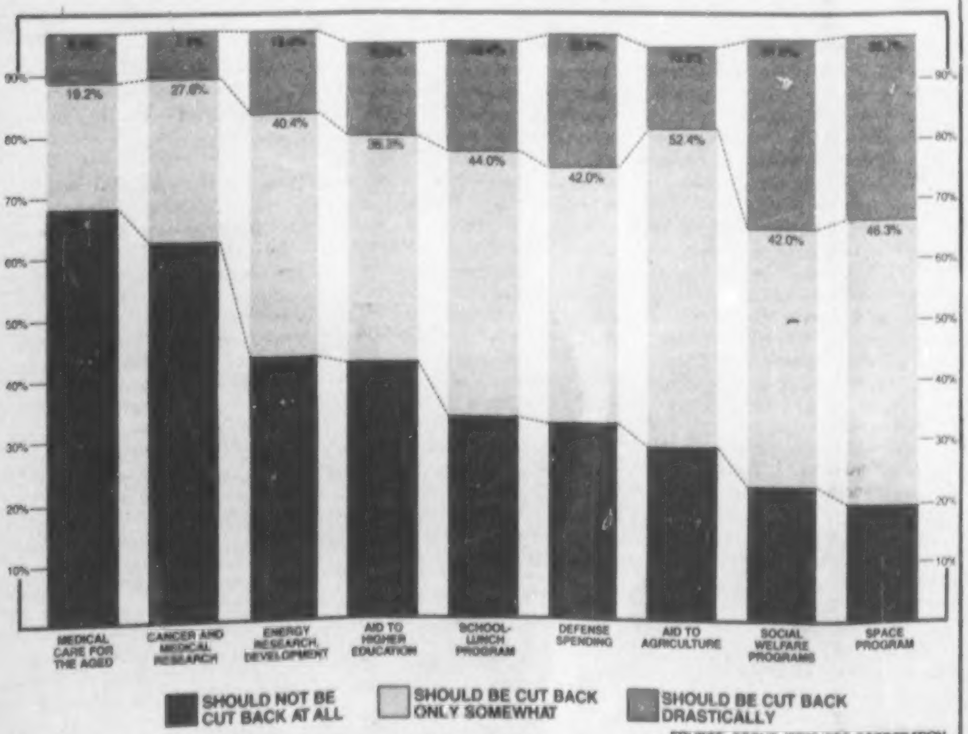
When asked to assess the relative

Continued on Page 12

SOURCE: GROUP ATTITUDES CORPORATION



Those Who Support Cuts in Federal Aid for College Students, by Income



SOURCE: GROUP ATTITUDES CORPORATION

Those Who Favor or Oppose Various Federally Funded Programs

COLLEGES

Colleges and universities, like schools, have been struggling in recent years with what a new report calls "the ever-increasing role of outside agencies in campus matters."

That situation "is gradually wearing down internal governance structures," says the Carnegie Foundation for the Advancement of Teaching, which developed the report. As internal leadership is diminished, the foundation warns, power and initiative in directing the academic enterprise "flow even more rapidly to bureaucracies outside" educational institutions.

One villain, according to the report, is accreditation. The process of evaluating the quality of collegiate programs has lost credibility, says the foundation, because standards are not objective and because specialized agencies accrediting professional training activities are used "not to protect the public and promote excellence but to gain leverage in the competition for limited resources."

The report also argues that the most important governance issue of the future will be "the connection of higher education to the corporate world.

Copies of the report, *The Control of the Campus*, will be available in November from the Princeton University Press, 3175 Princeton Pike, Lawrenceville, N. J. 08648. The cost is $6.95.

□

On a recent Sunday, 20 college and university presidents held a highly unusual meeting in Washington to draft a proposal to tighten the academic-standards rules governing the participation of students in intercollegiate athletics.

The chief executives, representing most of the ranking "football powers" in the nation, agreed on tighter eligibility requirements for freshmen and stricter standards for the "academic progress" of student athletes. The presidents, who have often expressed embarrassment over the negative publicity generated by practices in big-time college sports programs, also want to have a stronger voice in the policymaking of the powerful National Collegiate Athletic Association.

□

The University of Pennsylvania plans to close its School of Public and Urban Policy because of declining enrollment and financial problems, President Sheldon Hackney has announced.

He said the 160 students currently enrolled would be able to complete their programs and the seven faculty members employed in the school would be transferred to other academic departments.

□

More faculty members are choosing early retirement, according to Thomas Edwards, chairman of the Teachers Insurance and Annuity Assocation, the nonprofit pension plan to which many college faculty members belong. In a speech late this summer to the National Association of College and University Business Officers, he cited the following statistics:

"In 1981, some 10,000 [faculty members] over age 55 started their annuity incomes. About half of them [47 percent] started at ages 64 to 66. And 30 percent started their incomes before age 64. This leaves only 23 percent starting benefits at the older ages; down from 28 percent five years ago."

□

A small private college in Florida that last January announced it would lower tuition for this year by 10 percent says it has nearly twice as many freshmen this fall as it had a year ago. The total enrollment at Biscayne College, its officials report, is up 52 percent, to 1,175 students. And tuition revenue, they say, is up by 8 percent, despite the lowering of last year's $3,700 cost.

□

A private publisher has announced it will take on a job the federal Education Department failed to obtain funds for this year: a directory of colleges and universities.

The Office of Management and Budget rejected the request of the National Center for Education Statistics to compile the annual listing, which has in the past included institutions' names, addresses, phone numbers, accreditation, enrollment, tuition rates, and administrators' names.

Higher Education Publications, the newly formed corporation that plans to undertake the job, will send out questionnaires to update the information in the government's most recent directory, for 1981-82. A spokesman said the new volume should be ready January 1. It will be about 500 pages long and cost $20.

An N.C.E.S. official said the agency's other higher-education surveys will be carried out as usual this year.

□

Several higher-education professional groups have collaborated to produce the most comprehensive assessment since 1970 of the quality of doctoral programs leading to careers in research at colleges and universities across the country. To be published in five volumes, the analysis covers 2,700 graduate programs in 32 disciplines at 228 universities—a group that collectively trains 90 percent of the Ph. D. candidates in those fields each year. The assessments involve 16 different measures, including program size, characteristics of graduates, library size, research support, and publication records, according to the sponsors.

The studies have provoked debate in the academic community. Some participants at the annual meeting of the Association of Graduate Schools this month said the measures of a program's "reputation" were flawed; others contended that any analysis of the kind could be charged with weaknesses and that the work represents the best available assessment techniques.

The first volume, on mathematics and physical sciences, is finished and may be purchased from the National Academy Press, 2101 Constitution Ave., N. W., Washington, D. C., for $10.50. Supported by several foundations, the studies are the work of the American Council of Learned Societies, the American Council on Education, the National Research Council, and the Social Science Research Council. —S.S.

Justices Hear Tax-Exemption Case

Continued from Page 1

boro, N. C. The university prohibits interracial dating and marriage between its black and white students; prior to 1971, blacks were banned outright from attending the university. The Goldsboro schools do not admit black students. Both institutions maintain that these policies are based on Biblical prohibitions against miscegenation.

The highly political nature of the case—which Senator Robert Dole of Kansas has called one of the Administration's "greatest political fumbles"—produced long lines of attorneys, religious officials, and supporters of the schools seeking admission to Tuesday's hearing. The two schools were well represented by Christian fundamentalists from around the country, who sported "I support Bob Jones" badges, and uniformed elementary-school students gathered on the steps outside the courtroom.

Declare Case Moot

William Bradford Reynolds, the assistant attorney general for civil rights, argued the case for the Reagan Administration. Because the Administration last January reversed its position against the schools and asked the Court to declare the case moot, the Court—at the request of civil-rights organizations—appointed a private advocate to argue in favor of the 1970 I.R.S. policy.

The Administration's about-face, which President Reagan said was based on a desire to prevent federal agencies from "governing by administrative fiat" *rather* than on a policy of fostering racial segregation, was resoundingly criticized by members of Congress, private-school associations, and civil-rights groups.

Controversy over the President's decision has continued since then, as the Administration's tuition tax-credit bill became bogged down in the Congress over disputes concerning the government's commitment to enforcing the bill's anti-discrimination provisions. The fate of that bill is now tied to the Court's decision in the tax-exemption case.

The disposition of the case is being carefully watched by the private-school community. Such schools depend heavily on exemption from payment of federal Social Security and unemployment taxes, as well as eligibility for tax-exempt contributions. The National Association of Independent Schools, an organization whose member schools maintain nondiscriminatory policies, filed a friend-of-the-court brief in support of the 12-year-old I.R.S. policy.

Most of the arguments in Tuesday's hearing involved the "intent of Congress" in enacting and amending the Internal Revenue Code, because the law itself does not specifically address racial discrimination. The law authorizes the exemptions for "organizations operated exclusively for religious, charitable, or educational purposes."

Although the I.R.S. until 1970 permitted tax exemptions for institutions such as Bob Jones University, the government changed its position by broadly interpreting the word "charitable" in its "common law" sense—that of providing for the good of society—rather than in a narrow sense of aiding the disadvantaged. Because federal laws had made racial desegregation a public-policy goal, the I.R.S. maintained at that time that providing a tax benefit to segregated schools was a means of subsidizing discrimination.

But Mr. Reynolds argued that the Reagan Administration "found no evidence that 'charitable' encompasses all purposes [in the statute]. Each purpose was to have an independent legal significance."

William G. McNairy, the attorney for the Goldsboro Schools, agreed, saying that an institution should be eligible for the tax exemption if it was educational but not necessarily charitable in the broader sense.

The remark drew a question from Associate Justice John Paul Stevens: "Would a school for pickpockets qualify?"

No, because "it is not organized for educational purposes," Mr. McNeiry replied. "It would still be teaching them how to do it," the Justice said, drawing laughter.

William Bentley Ball, representing the university, asked the Court to reject "the notion that taxation will not necessarily be determined by an act of Congress but instead by a baroque super law invoked by administrators or judges." In citing public policy as the "ultimate criterion," the I.R.S. was violating the schools' First Amendment right to free exercise of religion, he maintained.

The arguments of the other three attorneys were rejected by William T. Coleman Jr., the attorney appointed by the Court to argue in favor of the 1970 I.R.S. policy. Mr. Coleman, a secretary of transportation during the Ford Administration, is chairman of the N.A.A.C.P. Legal Defense and Education Fund.

"The Constitution places no value on private racial discrimination and affords it no protections," he said. "When fundamental public policy is violated, a defense of religious belief is not available."

Associate Justice Lewis F. Powell asked whether the I.R.S. should be limited in its authority over granting tax exemptions. "Could it make the same policy with respect to sex discrimination?" he asked.

"We didn't fight a civil war over sex discrimination. . . . That's the one policy that is crystal clear," Mr. Coleman replied.

He maintained that Congressional action to amend the I.R.S. code to forbid tax exemptions for discriminatory social clubs, overruling a 1976 court decision, indicated implicitly that the Congress was satisfied with the I.R.S. policy regarding schools. He added that the Congress has rebuffed several attempts by its members to overrule the policy on private-school exemptions.

Americans View College Favorably

Continued from Page 11

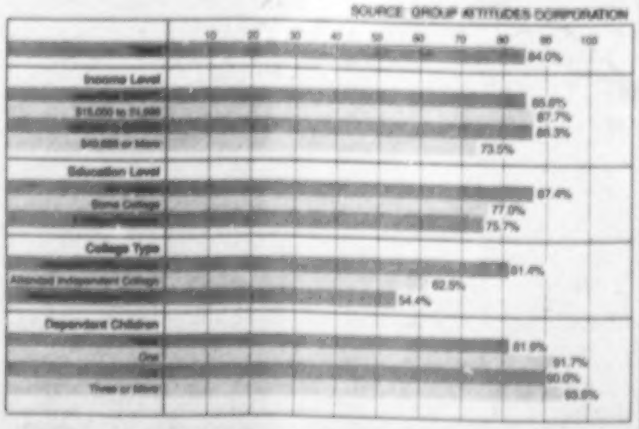
importance of various characteristics of postsecondary education, the respondents reacted most favorably to "preparation for a career," "scientific research," and "adult education." "Pursuit of academic excellence," "academic freedom," and "free inquiry into controversial ideas" were rated as less important among the choices given, according to the survey.

If college curricula had to be cut back, the respondents would preserve programs in engineering, applied sciences, professional fields, and the hard sciences, and make substantial cuts in remedial learning programs, the fine and performing arts, and the humanities, the pollsters found.

Father Hesburgh lamented the fact that Americans rate the vocational aspects of education as more important than the humanistic ones. "In one sense, people are pragmatic, but perhaps they are too pragmatic," he said.

Copies of the report, *American Attitudes Toward Higher Education*, are available for $14 each from CASE Publications, Order Department, Box 298, Alexandria, Va. 22313.

SOURCE: GROUP ATTITUDES CORPORATION



Those Who Think the Chance to Attend College Should Be Extended To All Qualified Students

History Courses Need Strengthening, Commission Says

Continued from Page 1

ies, career education, citizenship, and the like may be valuable, they are not history.

- What history is included too often consists of "imposed values and meaningless facts."
- Many teachers lack adequate knowledge and understanding of history and rely on "innovations" in the hope of keeping students interested.

Underlying all these reasons for the "lamentable" state of history in the curriculum, the panel concludes, is one misapprehension. "The misconception is the persistent and pervasive notion that history is nothing but an aggregate of facts; the presumption is that mere knowledge of the facts—knowing them 'by heart'—will ensure the benefit of good citizenship."

Rather, the commission's report states, history is "essentially narrative, and that out of history's narrative dimension comes its creative power."

While the panelists point out that there are exceptions—some teachers excel at the teaching of history and some schools place a high value on its presence in the curriculum—the general state of the discipline in the schools is dismal, they say.

The schools' failure to include enough unadulterated history in the curriculum has broad implications, according to the panel.

A sound knowledge and understanding of history, its report argues, is "basic to all learning in every subject." By providing "a way of weaving together the threads of learning—current, traditional, analytical—into the whole cloth," history gives students a sense of continuity that they need to understand the world.

The study of history began to decline in the 1920's, according to the report, when educators became concerned that the schools were not meeting the needs of students who had to adjust to a rapidly changing society. "The aim has become to provide 'an integration of experience and knowledge concerning human relations for the purpose of citizenship education,'" the report says.

The decline in the rigor of teachers' preparation was a product of the new emphasis, the panel points out. "To carry out that intention, teachers' colleges and university schools of education raised up professional social studies educators who, over the years, have adapted social sciences for use in the schools, revised the treatment of history, and introduced a variety of new subjects."

As a result, teachers may be well grounded in the social sciences and "citizenship studies," according to the report, but lacking an understanding of the "story of a particularly creative sort" that is history.

Educator Awareness

The problems are solvable, the report continues, but only if educators become aware of how they are now teaching history. Much of the material now being used can and should be included, but only *after* it is modified.

One key change, the group suggests, would be to require teachers to have a solid background in history and the liberal arts. Teachers' training in history, the panel says, should include learning to write about history, studying the historical method, and learning the best methods to teach history. Once they have this basic knowledge, they should be required to continue studying—in inservice, preservice, and college-level courses—for the rest of their careers.

The amount of history that schools can provide is, the panel points out, limited by the enormous scope of the subject. "There is always more than history teachers can cover, however well prepared they may be, and no school should overreach its capabilities with a curriculum that is too ambitious," the authors write.

But they do describe an "irreducible minimum" of history that schools should provide, as well as a framework for teaching it.

"The irreducible minimum begins in the elementary grades by giving the [kindergarten through 6th-grade] student an acquaintance with the past through progressively sophisticated narratives," the group contends.

"What young children need," they write, "is acquaintance with the past. They need to become aware of the past, and to be helped not only to find it interesting, but to perceive it as real and credible."

For secondary-school students, the panel suggests a topical study of U. S. history, a survey of European history, and a survey of U. S. history. The two different approaches to American history, the panelists note, will allow students to remain interested in a subject that they have had before and will encourage them to develop a broad range of skills.

Beyond this "irreducible minimum," the panel recommends that secondary-school students take a course in the history of a nonwestern country or area.

In order to include these basic history courses, educators may have to eliminate other topics covered in social-studies classes, the report says. But it argues that "the implication of this suggestion is not that history should take over the social studies, although social studies courses of questionable worth might well give place." Which "add-ons" should be cut, however, is a controversial issue and is, the panel says, beyond the scope of its report.

The report, *Making History Come Alive*, is available for $5.50 from the Council for Basic Education, 725 15th St., N.W., Washington, D.C. 20005.

Boggs Academy

Continued from Page 5

harder to come by now, says Mr. Donchez. "We're focusing our efforts on individual Presbyterian churches around the country, on alumni, and on simply doing better marketing of Boggs to increase our enrollment. We don't receive any state or federal aid, of course, and tuition tax credits—if they pass—will be so small they really won't be that much use to the parents of our students."

Mr. Donchez adds: "Closing the doors is always a possibility, but we've come through more than 75 years now, and we won't give up easily."

A spirit of optimism prevails at Boggs, along with a closeness that is almost familial. As Ms. Wells walks across the carpeted inner aisle between classrooms in the main class building, a couple of girls run up to her. One throws an arm around Wells's waist and rubs a cheek against her shoulder. Another twirls a strand of hair at the nape of Ms. Wells's neck. "Get back to your classes, girls," the dean says gently. "I'm sure you have work to do."

High Court Will Hear Case on Sex Bias in Pensions

Continued from Page 1

tics for men and women.

If the Court rules against such tables in the *Norris* case, said one insurance-industry analyst, "every single person in the defined-contribution plans will be affected, regardless of whether or not there are even any women in an individual plan."

But since the type of coverage available to educators in state and local systems appears to vary widely, it is difficult to estimate how many nationwide could be affected.

A further complication, an executive with a major private insurance firm pointed out, is that some educators may have chosen to enroll in individual retirement-investment plans with insurance companies offered as a service through their school systems.

Such retirement-savings plans, though not administered by a state or school system, would nonetheless be affected by a Court decision opposing the current sex-based actuarial tables.

Several union officials and retirement consultants contacted last week said that they could not say with a great degree of certainty just how many retired teachers now receive annuity payments, but at least one indicated that the figure could be as high as 50 percent.

Nor were experts able to say with any confidence just how extensive the impact on teacher-retirement systems would be should the Court rule that such annuity plans are discriminatory. The American Council of Life Insurance, in a friend-of-the-court brief filed in the case, contends that a decision in favor of unisex annuity benefits would cost $2 billion per year. The council says that about 37,500,000 men and 16,600,000 women are involved in pension plans that could be affected.

Court-Ordered Remedies

Others suggest the impact would depend on a number of factors, such as the kinds of remedies the Court would order; when such remedies would become effective; and whether they would cover people now receiving benefits, people in the systems who have not yet retired, or those just joining such systems.

Spokesmen for the insurance industry were outspoken in their conviction that a ruling that discrimination exists would "revolutionize" the industry and could lead the whole retirement system in the U. S. into insolvency.

The lawsuit now facing Supreme Court review, *Arizona Governing Committee* v. *Norris*, was initiated by a female employee of the Arizona Department of Economic Security.

She charged in her lawsuit that use of the actuarial tables results in illegal discrimination because they reflect that women live longer than men. Because the tables reflect a longer life expectancy for women, she claimed, the insurance company managing the annuity plan for the state made smaller payments to women than to men, even though men and women pay equal amounts into the plan.

Attorneys representing the state and the insurance company argued, in part, that such a scheme is legal because male and female retirees, over the course of their lifespans, receive total annuity payments that are nearly equal.

A federal district judge in Phoenix and the U. S. Court of Appeals for the Ninth Circuit have ruled that use of the sex-biased tables does indeed violate federal laws barring sex discrimination in employment.

If those rulings are upheld by the Supreme Court, the state and the insurance company managing the annuity option will have to come up with funds to increase annuity payments for women or will have to reduce payments for male retirees.

According to the National Education Association, approximately 60 percent of the beneficiaries enrolled in the Arizona retirement system are former teachers. Officials for the national teachers' union did not know how many of those former teachers in Arizona participate in the annuity plan.

Several lawsuits involving allegations of sex discrimination in teacher-retirement programs have been percolating in the courts for several years now.

Among the more noteworthy are:

- ***Spirt* v. *T.I.A.A.-C.R.E.F. and Long Island University.*** The Teachers Insurance and Annuity Association and the College Retirement Equities Fund is currently petitioning the Supreme Court to hear this lawsuit along with the *Norris* case, according to Donald S. Willard, executive vice-president of the pension program.

A. Richard Belding, director of business services for the National Association of Independent Schools, said that "probably something like 80 or 90 percent" of the association's member schools in the East use the retirement-annuity plans offered by T.I.A.A.-C.R.E.F.

In addition, approximately 85 percent of all private colleges and 40 percent of all public colleges and universities in the nation use plans offered by the firm.

Overturn Verdict

T.I.A.A.-C.R.E.F. has asked the Supreme Court to overturn a verdict by the U. S. Court of Appeals for the Second Circuit, which ruled that the use of sex-based life-expectancy tables was in violation of Title VII.

The court said that T.I.A.A.-C.R.E.F. was an employer subject to equal-employment guidelines that do not discriminate between men and women, while the actuarial agency argued that it is an insurance company and not an employer of policyholders.

An important concern of T.I.A.A.-C.R.E.F. is that if the Supreme Court decides against the use of separate tables and asks actuarial firms to pay retroactive benefits, these benefits be paid from the time set by the court and not set back to 30 years earlier when a beneficiary began making contributions to the program.

- ***Probe* v. *California State Teachers Retirement System.*** This case is currently pending before the U. S. Court of Appeals for the Ninth Circuit, which ruled in favor of the state employee in Arizona's *Norris* case.

In *Probe*, sex-biased actuarial tables are also at issue. This case, however, was brought by a male teacher. The teacher claims that he has been unfairly forced to accept reduced pension payments in order to protect his wife's benefits should he die.

According to W. Ronald Brown, a retirement consultant for the California Teachers Association, "If a male names his wife as his beneficiary, he will receive approximately 79 percent of the maximum pension benefit allowable."

"On the other hand," Mr. Brown continued, "if a woman names her husband as her beneficiary, she will receive about 82 percent of the same maximum amount allowable."

Texts Less Attentive to Evolution

Continued from Page 8

lished after 1970, Mr. Skoog said.

Mr. Skoog found rising and falling attention to evolution in textbooks over the 81-year period he studied.

Prior to 1960, he said, textbooks' coverage of evolution was "brief, noncontroversial, and characterized by restraint," although he did find a continued increase in emphasis on evolution from 1900 to 1950.

In the 1950's, statements emphasizing evolution became less frequent in some books. The word "evolution" did not appear in eight of 14 textbooks Mr. Skoog examined for that decade.

Some statements about evolution were "toned down," he said, citing as an example the difference between statements on evolution in a 1938 biology textbook and those in the 1954 edition of the same book.

The first read: "Plants and animals have been changing and are now changing. No one acquainted with the facts doubts that evolution, or continued change in plants and animals, has taken place. No one has discovered a single fact to disprove the theory of evolution, and facts that establish it are abundant."

He compared this to the later edition's statement on evolution: "Biologists agree today that plants and animals have changed in the past, and continue to change."

During the 1960's—due largely to the appearance of textbooks produced by the Biological Sciences Curriculum Study (B.S.C.S.) in Colorado, the country's largest developer of biology texts and curriculum materials and an avowedly pro-evolution group—space devoted to evolution increased dramatically as measured by Mr. Skoog.

B.S.C.S. textbooks have treated evolution much more thoroughly than have other books, Mr. Skoog asserts. The 16 B.S.C.S. textbooks published since 1961 have included 39 percent of the approximately one million words on evolution and related topics in the 102 books he examined between 1900 and 1982, Mr. Skoog said.

In the 1970's, the overall coverage of evolution in biology textbooks was reduced, Mr. Skoog said, a pattern that has continued in the 1980's.

In addition to the decline in the total number of words devoted to evolution, the researcher pointed out, "word changes in the textbooks of the 70's resulted in many statements becoming less definite, more cautious, and thus less controversial than those appearing in earlier editions."

His latest work reveals a "continued erosion" in emphasis on evolution in the 1980's, he said.

"One biology textbook, published in 1981, did not use the word evolution or have a specific chapter on evolution. Material concerned with evolution was scattered throughout," Mr. Skoog said.

"Statements indicating that biologists support the validity of evolution have become very modest and almost nonexistent in textbooks published since 1980," he added.

Even the pro-evolution B.S.C.S. books, he said, now devote less space to the subject that they did in the 1960's.

William V. Mayer, now president emeritus of B.S.C.S. and a witness for the American Civil Liberties Union in last year's Arkansas creationism trial, said, "In our particular case, it doesn't have anything to do with outside pressures.

"The problem is one of space," he explained. "Textbooks run between 500 and 800 pages and ours are at the upper limit "When you get new materials you can't make the book bigger. All of the new material on human genetics, for example, had to have space made for it."

Blacks' S.A.T.'s Up

Continued from Page 6

overall disparity in scores reflects an educational deficit which the nation must overcome."

"The increase in scores for most minority groups also coincided with an increase in the number of minority students taking the test," Mr. Hanford said. "This is an encouraging sign since an enlarged population of test takers is often associated with a decline in scores." Since 1973, minority representation among students taking the S.A.T. has risen from 11 percent to 18.3 percent.

While officials of the College Board declined to comment about the possible reasons for the improved minority S.A.T. scores, some experts have attributed the higher scores to such factors as the success of the federal Title I program and a better academic environment in many inner-city schools. —T.T.

Labor, Business Join Forces To Explain Budget Crisis

In an uncommon partnership, labor and business have joined in Washington state to co-sponsor a public-relations effort called "Arm in Arm" that is designed to convince the public of the severity of the state's budget crisis.

The Washington Education Association, the Washington Federation of State Employees, the Weyerhaeuser Company, Pacific Northwest Bell, Rainier Bank, Burlington Northern Railroad, and the Boeing Company are donating $20,000 to enable a Seattle public-relations firm to hold workshops around the state with business representatives and community leaders.

"We want people to understand that this is a real crisis," said Anna Peterson of the Smith and Peterson public-relations agency. "There have been many mixed messages. People hear, 'There's fat in government, just cut,' and then they're told, 'there is no money, and we need to raise taxes.' "

A severe slump in the aerospace and lumber industries and the loss of federal money have combined with the absence of a state income tax, a sales tax exemption on foods, and the repeal of the state inheritance tax to produce a projected 1983-85 budget deficit of $1.7-to-$2 billion dollars, Ms. Peterson said.

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10/28/82 R4800-2 A

VOTERS go to the polls next week, and their decisions on candidates and issues may have important consequences for education at the state and national level. For a special section on Congressional races and a pre-election summary of local contests by geographic region:

See Pages 11-13.

TEACHERS in Toledo are involved in a new and unorthodox program in which they evaluate their inexperienced colleagues and recommend whether they should be retained or fired. National unions are wary of the practice, but participants say it helps produce better teachers.

See Page 6.

CITIZENS are beginning to care about education again after a long period of apathy, and that could bode well for the nation and its schools, says John Gardner, Chairman of Independent Sector.

See Page 10.

EDUCATION WEEK

American Education's Newspaper of Record

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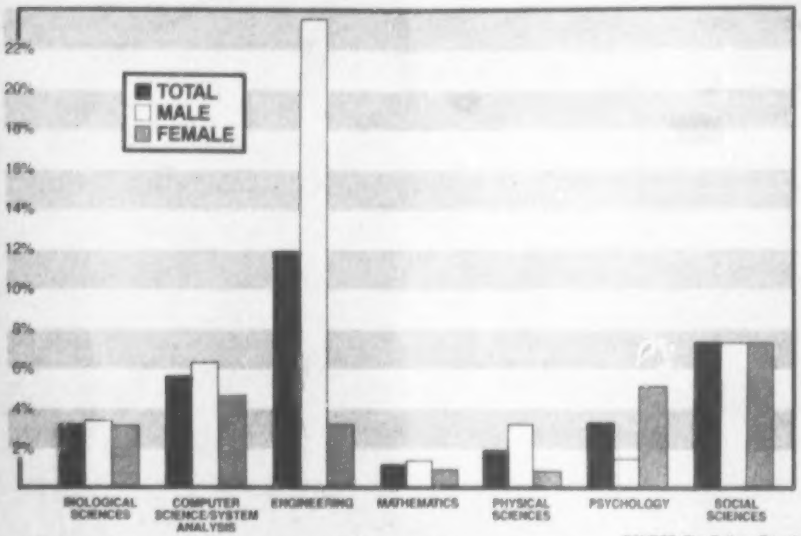

SOURCE: The College Board

College-Bound Seniors and the Sciences, 1979

The degree of interest among students in the sciences is one aspect of science education under study by a National Science Foundation commission. See story on page 8 and related Databank on pages 14 and 15.

High Court Asked To Reassess Stand on State Finance Reform

By Peggy Caldwell

Invoking the U. S. Supreme Court's decision last spring in a Texas case involving the education of illegal aliens, a group of New York school districts this month asked the Justices to review a state high-court decision upholding the state's school-finance law.

Since 1973, when the Supreme Court held in *San Antonio Independent School District* v. *Rodriguez* that education is not a fundamental right guaranteed by the U. S. Constitution, lawyers involved in school-finance reform have held out little hope of obtaining relief in the federal courts and have instead concentrated, with mixed success, on the state courts and legislatures.

But in a June decision, *Plyler* v. *Doe*, the Court found that while education is not a fundamental right, it is more important than other government services and deserves higher status. The state of Texas, the Court found, would have to prove that it had a "compelling interest," rather than the less stringent "rational basis," for denying schooling to the children of illegal aliens.

"I think *Plyler* was probably the deciding factor in making the decision to go forward [with the appeal] in the face of *Rodriguez*," said Daniel P. Levitt, the principal lawyer for 23 New York school districts. "*Plyler* gave us a ray of hope."

Although several state courts have found disparities in districts' per-pupil spending to violate state constitutional provisions, many other state judges have cited *Rodriguez* in upholding such formulas. Recent decisions in Georgia, Colorado, and Michigan relied on the precedent set in *Rodriguez*.

But a Supreme Court reversal of the New York high court's verdict would not necessarily result in reversals of similar verdicts in other states, Mr. Levitt said. "Except for the ones that are still open, somebody would have to file a new suit," he said.

Constitutional Violation

The New York case, *Levittown* v. *Nyquist*, was filed in 1974 by a group of suburban and rural school systems that claimed that the state's school-finance system, by allowing per-pupil expenditures to become largely a function of a district's property wealth, violates the New York and U. S. constitutions. State aid to school districts, which this year will make up about $4.2 billion of the $10 billion spent statewide on elementary and secondary education, is distributed according to formulas that exacerbate the disparities between rich and poor districts, the plaintiffs contend.

The suburban and rural districts were joined in the suit by the school boards of New York City, Buffalo, Rochester, and Syracuse. The city officials developed the theory known as "municipal overburden"—namely, that large cities have such costly obligations for social services and handicapped and disadvantaged children that

Continued on Page 16

Biology Teachers Still Divided on How To Mesh Science With Social Issues

By Susan Walton

DETROIT—Shortly after World War II, a Soviet botanist named T. D. Lysenko began a rise to power within his government that would continue until 1964. The influential Lysenko adhered to the theory, politically useful but unsupported by empirical evidence, that characteristics developed during an organism's lifetime could be inherited by its offspring.

During this period, when Western scientists were using genetic research to develop new strains of crops and livestock, Soviet work in the field was stymied by politics.

That Soviet agriculture has not yet recovered from that era should be a powerful lesson for those who fail to acknowledge the relationship between science and society, said Paul R. Ehrlich, a Stanford University biologist and author of *The Population Bomb*, who spoke at the annual meeting of the National Association of Biology Teachers (N.A.B.T.), held here this month.

Shaping National Destinies

Science is a potent force in shaping national destinies, he said, and a population that does not understand the interplay between science and public policy cannot make the judgments that, increasingly, it will be called upon to make.

Questions about ethics and safety in genetic engineering, for example, have become political as well as scientific issues, participants at the meeting agreed. And acid precipitation, nuclear power, the allocation of scarce resources, and the use of public funds to preserve endangered species are examples of scientific issues that are being resolved through political means.

Continued on Page 17

Seen as Alternative to Tuition Tax Credits

Independent Schools Exploring Private Student-Loan Plans

By Margaret L. Weeks

As national debate continues over the Reagan Administration's tuition tax-credit plan, efforts are under way in the independent-school sector to expand the use of low-cost loans as a means of financing private, precollegiate education.

The concept, its supporters suggest, provides a promising alternative to the controversial federal-aid plan for private-school students.

Now a staple of financial-aid programs in colleges and universities, awarding low-interest loans is a largely new but growing practice in private, college-preparatory schools. But two developing projects are expected by their sponsors to stimulate growth in loan programs in independent schools.

If successful, they say, the efforts could significantly enlarge the scope of private-school student-aid programs.

- One of the programs, Parental Loans for Elementary and Secondary Education, known as PLEASE, is a pilot project of the Massachusetts Higher Education Assistance Corporation (MHEAC), the agency that guarantees loans to the state's college students. PLEASE is currently seeking private financing to underwrite a guaranteed-loan program to be tested in a limited number of independent schools in Massachusetts in the 1983-84 school year. Private lenders would make the loans.
- In December, the National Association of Independent Schools (N.A.I.S.) will launch its Loan Program Information Service to examine and disseminate information on current loan practices among its member schools. Longer-term aims of the program are to establish standards for "good practice" in loan administration and to stimulate new sources of funding.

Those efforts, in conjunction with a $10.5-million foundation grant made earlier this year to increase the size and number of independent-school lending programs, signal growing acceptance of the new concept of financial aid among parents, schools, lending institutions, and charitable givers, according to representatives of both groups.

Continued on Page 16

IN SUMMARY

Protesting a Promotion Policy
Claiming that 1,071 pupils were unfairly held back, members of a civil-rights group in Tuscaloosa, Ala., continued their sit-in at the board of education building for the third week. **Story on Page 4.**

The Perils of Playing Hooky
Lacking funds to pay truancy officers, Hawaii's statewide school district is receiving help from police officers in enforcing a tough compulsory-attendance law—with notable results. **Story on Page 4.**

For Texas, a Texas-Sized Enrollment Increase
In anticipation of 1.6 million more students by the end of this century, the state is considering how it will find the teachers and the facilities to expand its school systems. **Story on Page 4.**

Teachers Judging Teachers
Selected senior teachers in the Toledo school system are evaluating new, inexperienced ones to help decide whether they should be retained or dismissed. **Story on Page 6.**

A Search for Better Teachers
As part of a major evaluation of Connecticut's educational needs and programs, a citizens' task force is studying ways to attract and retain superior teachers. **Story on Page 6.**

Managing Decline
Members of state boards of education at their annual convention discuss with experts and politicians how to maintain educational quality in a period of retrenchment. **Story on Page 7.**

Coping With a 'Crisis'
In its first report, a national commission studying precollegiate science education blames public perceptions and priorities, not the public schools, for the problems. **Story on Page 8.**

Making a Case for the Gifted
Witnesses told the National Commission on Excellence in Education that inadequate federal and state support is forcing schools to give "short shrift" to talented students. **Story on Page 8.**

Preaching What You Practice
A British education minister assures his hosts in the Education Department that there is no correlation between the amount of money spent on schooling and economic progress. **Story on Page 9.**

Appointments 20
Colleges Column 7
Commentary .... 19 and 24
Databank .... 14 and 15
Deadlines 21
Events 20
Federal File 9
Letters 19
Marketplace 23
Washington News 8

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

President Signs Higher-Ed. Aid Bill

Yielding to pressure from the Congress and lobbying groups, President Reagan signed into law earlier this month a bill that establishes a Pell Grant family-contribution schedule for 1983-1984 and 1984-1985 that protects about 1 million needy students from having their Pell Grant aid reduced.

Although the bill, S 2852, provides for no appropriations, it guarantees that about the same number of students who received Pell Grants this year, estimated at almost 2 million, will be eligible to receive maximum grants of $1,800 next year.

The law also contains provisions that give either the House or the Senate the power to veto Education Department rules for Pell Grants and Guaranteed Student Loans.

After making initial cutbacks last year and with many legislators facing reelection this year, Congress has been increasingly insistent that any further cuts in these programs would take away the "safety net" protecting the poor.

The new law also restores benefits to about 50,000 veterans who lost aid last year as a result of new restrictions imposed on students.

E.D. Adds 30 Days For Public Comment On Special-Ed. Rules

The Education Department has extended the public comment period for its proposed regulations for special-education programs and will be issuing a new set of program guidelines next year, according to a department spokesman.

The announcement will be made shortly in the *Federal Register*, along with a detailed description of the six provisions of the proposed regulations that were withdrawn last month by Secretary of Education Terrel H. Bell.

The comment period, which was scheduled to expire Nov. 2, will continue until Dec. 2.

Judge Warns Against Possible Contempt In Federal Draft Case

A federal district judge in Los Angeles has threntened to hold federal attorneys in contempt if they continue to mock the way he is handling the trial of an alleged draft-registration resister.

U. S. District Judge Terry J. Hatter Jr. said last week that the language contained in a Justice Department refusal to provide him with confidential documents regarding federal government plans to prosecute nonregistrants was "uncalled for." He added that he would hold a contempt hearing after the trial if federal attorneys failed to tone down their language.

Judge Hatter is hearing the case of David Wayte, a 21-year-old college student from Pasadena. The judge has asked the federal government to prove that it has not unfairly chosen to prosecute Mr. Wayte as a result of his belligerent stance against registration. He has also asked the Presidential counselor, Edwin Meese 3d, to testify.

In related developments:

- A federal district judge in Cleveland last week sentenced convicted draft-registration resister Mark Schmucker to two years of public service in a hospital for the mentally retarded. Mr. Schmucker, a 22-year-old student at Goshen College, a Mennonite institution, was also placed on three years probation and ordered to pay a $4,000 fine.
- A task force created by President Reagan last year to investigate the nation's military manpower situation reported last week that the nation's volunteer army is working, and that the armed forces can achieve their goal of expanding military ranks by 188,000 men within the next five years without a draft.

Consumers Union Joins With E.P.I.E In Computer Project

Consumers Union, the nonprofit organization that evaluates consumer goods and publishes the results in a monthly magazine, has for the first time joined forces with another group to conduct a study of educational computers and related products.

The Educational Products Information Exchange, which evaluates products in the education market, joined C.U. in announcing the project last Thursday in Los Angeles.

The two groups have worked together for the last 10 months. E.P.I.E.'s executive director, P. Kenneth Komoski, says they have already evaluated most of the education systems on the market.

The groups got their biggest financial boost days before they announced their partnership, when the Ford Foundation awarded them a $300,000 grant. The project has been operating on other grants.

School districts are in danger of buying equipment that is of little practical value, technically faulty, or unable to adapt to new developments in computers, said Mr. Komoski.

"There is a big discrepancy in what is capable of being delivered and what is now being pumped in [to the marketplace]," he said.

The two groups have prepared reports, concerning computer systems and software, that school districts will be able to buy starting next month. Mr. Komoski said he expects more than 10 percent of the nation's districts to subscribe to the evaluation service within a year.

Mr. Komoski said the two organizations hope to create a network among educators that will "hold computer firms accountable for what they produce."

Richard Cross, Consumers Union's executive director, joined Mr. Komoski in making the announcement in Los Angeles.

STATES

N. J. Prayer Bill Awaiting Decision Of Governor Kean

New Jersey public-school students would be offered a minute of silence at the beginning of each school day under legislation passed by the State Senate last week.

The bill, passed by a vote of 30 to 5, originated in the State Assembly, where it was approved last May. It calls for the one-minute period to be used for "quiet and private contemplation or introspection."

As of last week, however, it was unclear whether Gov. Thomas H. Kean would sign the legislation.

"The bill is being reviewed carefully for its constitutionality by our counsel's office," said Paul Walcott, a spokesman for the Governor.

A series of court decisons beginning in 1962 has found that any form of organized prayer in schools is unconstitutional.

The New Jersey School Boards Association has said the bill is unnecessary and possibly unconstitutional. And the American Civil Liberties Union opposes it.

"Some of the comments made during the Senate debate in support of the bill were absolutely ridiculous," said Marianne Rhodes, associate director of governmental relations for the school-boards association. "Some [senators] were saying that the bill would bring faith in our creator back to the schools."

Virginia A.C.L.U. Plans To Challenge Bible-Study Classes

The Virginia chapter of the American Civil Liberties Union will soon file at least one lawsuit, and possibly two, challenging Bible-education courses in public schools in the state.

Judy Goldberg, associate director of the Virginia A.C.L.U., said that the organization will definitely file a suit against the Bristol school district, and "possibly one in Shenandoah County."

"We have noticed a marked increase over the past 12 months in complaints about things ranging from straightforward praying to religious instruction during school on school time," Ms. Goldberg said.

"We've been getting two or three complaints a month," she added.

The Status of Science Education: A Statistical View

The graphs and tables on these pages were prepared by the National Science Foundation for use by its blue-ribbon Commission on Precollege Education in Mathematics, Science, and Technology. Compiled from a variety of sources and published in a 215-page softcover volume entitled Science and Engineering Education: Data and Information, *these and other statistics on students, teachers, funding, and attitudes figured in this month's meeting of the commission. (See story on page 8.)*

The information, says N.S.F., is designed to give the commissioners "a 'baseline' of facts about the status of science and engineering education at this time." While the source book was not printed for wide distribution, a limited number of single copies is available from N.S.F., according to a spokesman.

Requests may be addressed to: Publications Office, National Science Foundation, Washington, D. C. 20550.

K-12 Mathematics, Science, and Social Studies Teachers' Perceptions of Problem Areas

	Mathematics				Science				Social Studies			
Factor	Serious Problem	Somewhat of a Problem	Not a Significant Problem	Missing	Serious Problem	Somewhat of a Problem	Not a Significant Problem	Missing	Serious Problem	Somewhat of a Problem	Not a Significant Problem	Missing
Belief that this subject is less important than other subjects	2	15	83	1	7	39	51	3	11	39	47	2
Compliance with federal regulations	1	8	88	2	3	14	74	9	3	13	81	4
Inadequate facilities	5	32	62	2	26	42	29	2	12	35	50	3
Insufficient funds for purchasing equipment and supplies	13	39	46	2	28	38	31	4	23	38	37	2
Lack of materials for individualizing instruction	18	42	39	1	29	39	29	3	29	43	27	2
Out-of-date teaching materials	8	25	65	2	13	31	52	4	19	34	45	2
Insufficient numbers of textbooks	4	13	82	1	9	15	71	5	12	20	66	2
Lack of student interest in subject	14	36	49	2	9	32	55	4	12	42	44	2
Inadequate student reading abilities	24	47	28	1	24	43	29	4	32	44	21	2
Lack of teacher interest in subject	3	13	84	1	1	30	62	5	4	21	73	2
Teachers inadequately prepared to teach subject	4	17	78	1	6	36	53	5	4	22	72	2
Lack of teacher planning time	11	32	55	2	18	38	40	4	16	31	52	2
Not enough time to teach subject	4	25	70	1	15	33	50	3	11	30	57	2
Class sizes too large	19	38	42	1	15	34	49	3	18	31	49	2
Difficulty in maintaining discipline	8	28	63	1	5	24	68	3	5	23	70	2
Inadequate articulation of instruction across grade levels	9	34	55	2	9	40	45	6	11	37	50	3
Inadequate diversity of electives	5	20	69	6	8	29	54	9	10	28	57	6
Low enrollments in courses	3	10	82	6	3	11	77	9	2	10	82	7
Sample N	1,072				1,679				1,478			

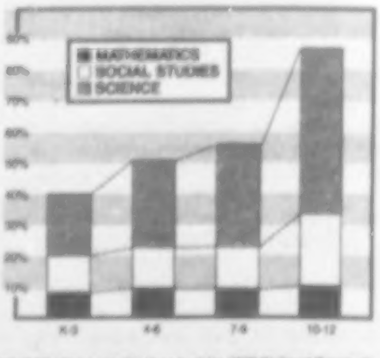
SOURCE: Weiss, Iris R., *Report of the 1977 National Survey of Science, Mathematics, and Social Studies Education*

Number and Percent of College-Bound Seniors Who Took An Honors Course, By Subject, 1980-81

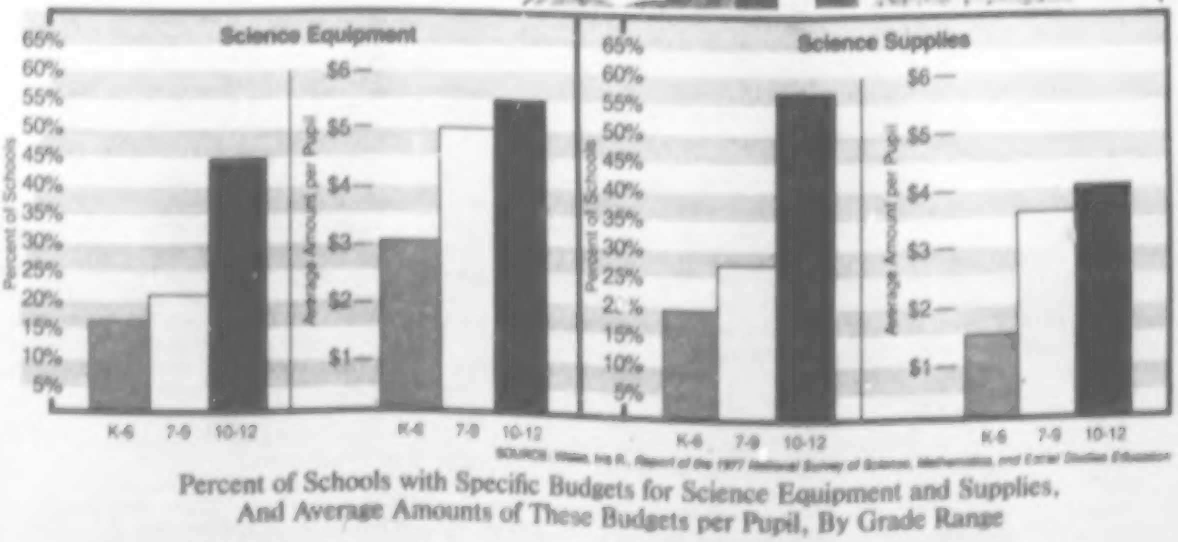
Honors Courses	English	Mathematics	Foreign Languages	Biological Sciences	Physical Sciences	Social Studies
Number who took an honors course, by subject	138,706	129,565	56,930	81,747	80,476	82,598
Number who took a regular course, by subject	786,944	795,632	753,611	803,639	754,843	838,485
Total	925,650	925,197	810,541	885,386	835,319	921,083
Percent who took honors courses	14.8	14.0	7.0	9.2	9.6	9.0

SOURCE: The College Board

Percent of Teachers Using Federally Funded Curriculum Materials in Each Subject



SOURCE: Weiss, Iris R., *Report of the 1977 National Survey of Science, Mathematics, and Social Studies Education*



SOURCE: Weiss, Iris R., *Report of the 1977 National Survey of Science, Mathematics, and Social Studies Education*

Percent of Schools with Specific Budgets for Science Equipment and Supplies, And Average Amounts of These Budgets per Pupil, By Grade Range

Remedial and Advanced Courses in Mathematics Taken by High-School Sophomores and Seniors, By Race/Ethnicity, Sex, And Socioeconomic Status, 1980

(percent)

Student Characteristic	Remedial Mathematics	Advanced or Honors Mathematics
All Sophomores	34.2	24.2
Race/Ethnicity:		
White[1]	33.5	24.4
Black[1]	37.0[2]	21.8[2]
Hispanic	39.1[2]	19.9[2]
American Indian	45.4[2]	17.3
Asian/Pacific Islands	24.6[2]	39.7[2]
Sex:		
Male	35.8	25.1
Female	23.7[2]	23.4[3]
Socioeconomic Status:		
Low	41.0[4]	18.0[4]
Middle	35.3	23.3
High	24.9[4]	32.6[4]
All Seniors	30.0	23.0
Race/Ethnicity:		
White[1]	29.3	23.4
Black[1]	34.3[2]	20.3[2]
Hispanic	37.5[2]	18.0[2]
American Indian	41.9[2]	18.7
Asian/Pacific Islands	22.4[2]	41.9[2]
Sex:		
Male	31.7	25.5
Female	28.5[3]	20.8[3]
Socioeconomic Status:		
Low	39.0[4]	16.1[4]
Middle	30.9	22.3
High	19.6[4]	32.6[4]

[1] Non-Hispanic

[2] Represents significant difference from the white population at the .05 level

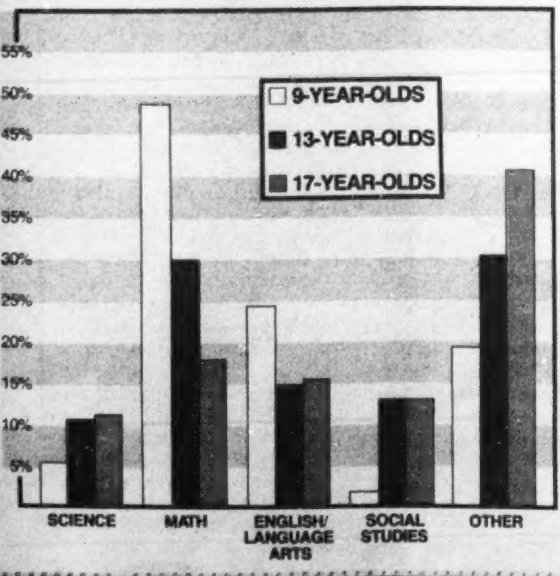
[3] Represents significant difference from the male population at the .05 level

[4] Represents significant difference from the middle socioeconomic status population at the .05 level

SOURCE: National Center for Education Statistics

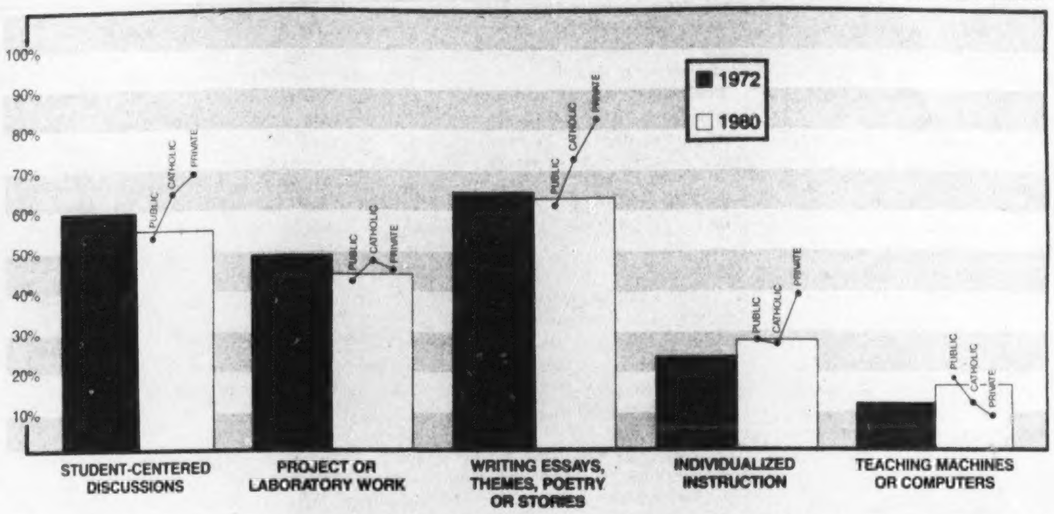
Percentages of Students Naming Various Subjects In School As Their Favorite, Ages 9, 13, 17

SOURCE: National Assessment of Educational Progress



Teaching Methods Used In Courses Taken by High-School Seniors

SOURCE: National Center for Education Statistics



Because of the small school sample size, the heterogeneity of the schools, and the high non-response rate for schools in this sector, the estimates for other private schools are not nearly as accurate or as interpretable as those for public or Catholic schools.

Most Frequently Used Science Textbooks/Programs, By Grade Range[1]

Textbook/Program	Percent of K-3 Classes
Concepts in Science (Brandwein)	12
Science: Understanding Your Environment (Mallinson)	5
New Laidlaw Science Program (Smith)	5
Heath Science Series (Schneider)	4
Science Curriculum Improvement Study (SCIS): Life Science	4
Modern Elementary Science (Fischler)	4
Science: A Process Approach (SAPA)	2
Science Curriculum Improvement Study (SCIS): Physical Science	2
Modular Activities Program in Science (Berger)	2
Kindergarten Keys (Economy)	2

Textbook/Program	Percent of 7-9 Classes
Focus on Earth Science (Bishop)	8
Intermediate Science Curriculum Study: Probing the Natural World	7
Principals of Science Series (Heimler)	6
Introductory Physical Science (IPS) (Haber-Schaim)	4
Living Things (Fitzpatrick)	3
Study Lessons in General Science (Gross)	3
Focus on Life Science (Heimler)	3
Modern Science Series (Blanc)	3
Life: Its Forms and Changes	3
Modern Biology (Otto)	2
Modern Earth Science (Ramsey)	2
Life in the Environment (Navarra)	2
Interaction of Man and the Biosphere: Inquiry in Life Science (Abraham)	2

Textbook/Program	Percent of 4-6 Classes
Concepts in Science (Brandwein)	16
Science: Understanding Your Environment (Mallinson)	10
New Laidlaw Science Program (Smith)	7
Today's Basic Science Series (Navarra)	7
Elementary Science: Learning by Investigating (ESLI)	5
Heath Science Series (Schneider)	5
Steck-Vaughn Elementary Science Series (Ware)	4
Introductory Physical Science (Haber-Schaim)	3
Science: A Process Approach (SAPA)	3
Science Curriculum Improvement Study (SCIS): Life Science	3
Investigating in Science (Jacobson)	2
Science Curriculum Improvement Study (SCIS): Physical Science	2

Textbook/Program	Percent of 10-12 Classes
Modern Biology (Otto)	12
Modern Chemistry (Metcalfe)	7
Biological Science: An Ecological Approach (BSCS Green)	6
Biological Science: An Inquiry Into Life (BSCS Yellow) (Moore)	4
Biology: Introduction to Life (Nason)	3
Biology: Living Systems (Oram)	3
College Physics (Schaum)	3
Modern Physics (Williams)	3
Biology (Kroeber)	2
Biological Science: Molecules to Man (BSCS Blue)	2
Biology (Smallwood)	2
The Project Physics (Rutherford)	2
Modern Physical Science (Tracy)	2

Most Frequently Used Mathematics Textbooks/Programs, By Grade Range[1]

Textbook/Program	Percent of K-3 Classes
Holt School Mathematics (Nichols)	18
Mathematics Around Us: Skills and Applications (Bolster)	13
Modern School Mathematics: Structure and Use (Duncan)	8
Elementary School Mathematics (Eicholz)	8
The Understanding Mathematics Program (Gundlach)	8[2]
Investigating School Mathematics (Eicholz)	5
Exploring Elementary Mathematics (Keedy)	4
Heath Elementary Mathematics Program (Dilley)	3
Mathematics for Individual Achievement (Denholm)	2
Laidlaw Mathematics Series (McSwain)	2
Silver Burdett Mathematics System (LeBlanc)	2
Using Numbers (Gundlach)	2

Textbook/Program	Percent of 7-9 Classes
Holt School Mathematics (Nichols)	7
Modern Algebra: Structure and Method (Dolciani)	7
Exploring Modern Mathematics (Keedy)	6
Modern School Mathematics: Structure and Method (Dolciani)	6
Modern Mathematics Through Discovery (Morton)	5
School Mathematics (Eicholz)	4
Mathematics Around Us: Skills and Applications (Bolster)	4
Elementary Algebra (Denholm)	3
The Understanding Mathematics Program (Gundlach)	3
Refresher Mathematics (Stein)	2
Fundamentals of Mathematics (Stein)	2
Modern School Mathematics: Pre-Algebra (Dolciani)	2
Modern School Mathematics: Structure and Use (Duncan)	2

Textbook/Program	Percent of 4-6 Classes
Holt School Mathematics (Nichols)	19
Modern School Mathematics: Structure and Use (Duncan)	10
Mathematics Around Us: Skills and Applications (Bolster)	9
Investigating School Mathematics (Eicholz)	9
Elementary School Mathematics (Eicholz)	8
Exploring Elementary Mathematics (Keedy)	5
Laidlaw Mathematics Series (McSwain)	4
Mathematics for Individual Achievement (Denholm)	4
Silver Burdett Mathematics System (LeBlanc)	4
Heath Elementary Mathematics Program (Dilley)	3
Unifying Math (Deans)	3

Textbook/Program	Percent of 10-12 Classes
Modern Algebra and Trigonometry: Structure and Method (Dolciani)	13
Modern School Mathematics: Geometry (Jurgensen)	12
Modern Algebra: Structure and Method (Dolciani)	4
Geometry (Jurgensen)	3
Geometry (Morgan)	3
Modern Introductory Analysis (Dolciani)	3
Algebra II with Trigonometry (Smart)	2
Holt Algebra II with Trigonometry	2

[1] Teachers were given a list of titles and asked 1) to select the ones their sample class used and 2) to further select *the one* "used most often." These data represent the responses to the second question. Teachers were able as well to report titles not on the list. Where a book has more than one author, only the first one listed is used. Program includes a variety of combinations; frequently a book with manipulative materials, or tapes, or individually paced card sets, etc.

[2] This percent includes the percent of use for *Using Numbers* (Gundlach) which is a part of the program.

SOURCE: Weiss, Iris R., *Report of the 1977 National Survey of Science, Mathematics, and Social Studies Education.*

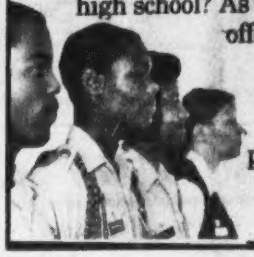
11/2/82 R4480-2 A

A MANIFESTO

That's what philosopher Mortimer Adler calls his Paideia Proposal to "revolutionize" the nation's schools. And he is traveling far and wide to make his case.

See Page 9.

A QUESTION



Is a military presence appropriate in a high school? As the number of schools offering Reserve Officers Training Programs grows, so does the concern among some parents and educators.

See Page 7.

A WARNING

Many Americans underestimate the power of destructive cults, claims an organization formed to counter their influence on adolescents and young adults.

See Page 8.

EDUCATION WEEK

American Education's Newspaper of Record · Volume II, Number 9 · November 3, 1982

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Time for Private Foundations for Public Schools?

Launched in More Than 100 Areas, They Provide 'Grassroots' Support and Funds, Say Proponents

By Thomas Toch

San Francisco—The Ford Foundation sponsored a conference here last week on an unorthodox idea for raising money for public schools: creating local, nonprofit foundations with the single goal of supporting public education with funds from private sources.

Three years ago, there were only a few such foundations. Now, it is estimated, there are 100 of the independent, locally controlled bodies, most of them in California, where school systems suffered severe budget cuts after the passage of Proposition 13 in 1978.

The meeting here, the first of its kind, suggests the concept is gaining momentum: nearly 400 educators, parents, and philanthropists—almost double the number expected—attended.

If the idea indeed catches on, it could become a focus of attention for educators nationwide. Because such foundations are supported by donations from parents, business groups, and other foundations, some educators say their growth may signal a renewed community commitment to public schools.

Concerned About Decisions

On the other hand, because the education foundations already in place are usually run by directors independent of school officials, some conference participants expressed concern that decisions on how public-school money is spent could be taken out of the hands of school officials.

Nonetheless, the current fiscal crisis faced by many schools has created considerable interest in the idea, among both educators and those outside of the schools.

"There is an urgency to tap whatever sources of funding are available," said Vern Brimley, assistant to the superintendent of the Provo, Utah, schools.

Advocates of school foundations say they are valuable for a number of reasons.

"We are a very strong, grassroots public-relations voice for the school district," contended Gladys S. Thacher, executive director of the San Francisco Education Fund, which has awarded $800,000 for 201 school projects in its first three years. "We are giving the general community some kind of voice in education."

Added Robert Evans, an elementary-school principal who recently started a foundation to support "enrichment" projects in the Cinnabar school system in Northern California: "Our foundation is getting people from outside the schools involved in setting school goals. Our base of support is growing."

Edward J. Meade Jr. of the Ford Foundation told conference participants that local

Continued on Page 15

State Aid to Private Schools Termed Extensive in Survey

By Eileen White

Washington—Twenty-six states provide private schools with "auxiliary services" that are "arguably unconstitutional," a survey released last month by an organization that opposes government aid to church-affiliated schools contended.

"The extent of these programs far exceeds the projections made by the National Council of Churches and other such groups. . . . The results are alarming," stated the survey. Entitled *Auxiliary Services to Religious Elementary and Secondary Schools: The State of State Aid*, it was conducted for Americans United for the Separation of Church and State, located here.

A spokesman for the church-state organization said the group is preparing to file lawsuits, based on the results of the survey, contesting aid programs in "two or three" states.

The organization has been active in a lawsuit, currently pending in the U. S. Supreme Court, contesting tax deductions for private-school tuition in Minnesota. Americans United also won a lawsuit last summer that struck down a Grand Rapids, Mich., program that permitted public-school teachers to teach secular subjects in private schools.

Lee Boothby, the group's lawyer, would not disclose which of the state programs identified by the survey would be the subject of the new lawsuits. He said the results of the survey, which was conducted for the organization by a research assistant at the University of Virginia, show that states are providing several types of "possibly unconstitutional" aid.

Types of Aid Included

According to the survey, the aid included: loans of instructional material (13 states); gifts of textbooks (7 states); the provision of health services in private schools by public-school personnel (6 states); and released-time programs for religious instruction that permit religion teachers to use public-school classrooms (7 states).

Two types of programs identified in the survey, involving loans of certain instructional materials and released time for religious instruction, have been held unconstitutional by the U. S. Supreme Court, in

Continued on Page 16

Success of Minority Engineering Programs May Have Promise for Secondary Schools

By Susan G. Foster

A concerted effort begun a decade ago to increase the number of minority engineering students appears to have achieved notable results, and may provide models for secondary-school educators seeking to improve the prospects of minority students for training and careers in many fields in which they are now underrepresented.

A study, conducted by officials of the National Action Council on Minority Engineers (NACME), shows that the retention rate for minorities in some engineering schools has equaled or surpassed the rate for white students in the past 10 years. As a result, the number of minority students graduating from the nation's engineering schools during the same period has nearly tripled.

The study, which will be released next week in New York City, attributes these gains to special enrichment programs designed to improve the retention rate for minority students at higher-education institutions throughout the country.

The success of those programs, the

Continued on Page 17

State Superintendent Donald G. Gill, left, and Justice Thomas J. Moran, who wrote the opinion

Illinois High Court Rejects Guidelines For Desegregation

State Board Is Stripped Of Enforcement Powers

By Don Sevener
Special to Education Week

In a major setback for civil-rights forces, the Illinois Supreme Court has barred the State Board of Education from enforcing the desegregation of local school districts.

In a 6-to-0 ruling, the state's highest court ruled that the board overstepped its authority when it established regulations dictating racially balanced schools and held that only local boards have the statutory power to set desegregation policies.

Advocates of desegregation in Illinois and nationally said the decision represents a step backward for the state and a further signal that those seeking redress of segregation will have to turn to the federal courts.

"This is the second state supreme court to take a definite step backward," said Meyer Weinberg, director of the Center for Equal Education at the University of Massachusetts, in reference to an earlier decision in California. "The only remedy is for parents or civil-rights groups to go to court, and that will clog up the courts."

No Standing to Order Integration

In upholding lower-court rulings, the Illinois Supreme Court said the state board has neither constitutional nor statutory standing to order local districts to integrate schools. The Justices said the board's role is limited by statute to investigating complaints of discrimination and handing its findings to the state attorney general for prosecution.

"This procedure insures that the board will not assume the role of prosecutor, judge, and enforcer of its own sanctions,"

Continued on Page 16

IN SUMMARY

A 'Second Generation' of Desegregation Cases
To improve school quality and parental participation, the Nashville school board has asked the U. S. Supreme Court to approve a plan that would also increase racial isolation. **Story on Page 4.**

A New Perspective on Hyperactive Children
"Hyperactive" children tend to have more problems as young adults than their "normal" peers, whether or not they were treated with stimulant drugs, according to a new study. **Story on Page 4.**

Technology in Education: A World View
Nine European nations, the U. S., Canada, and Israel are undertaking a three-year UNESCO study to examine issues surrounding new educational technologies. **Story on Page 6.**

A Semester on the Bench?
A Michigan family has challenged in court an athletic association's regulation requiring transfer students to sit out one semester before competing in interscholastic sports. **Story on Page 6.**

Testing for Stress
Violence, noise, and overwork are the greatest contributors to stress among teachers, say two researchers who have developed a test to measure the factors that cause "burnout." **Story on Page 10.**

The Army Under Fire
San Francisco school officials have charged that the U. S. Army is undermining the city's public schools by providing free transportation to private schools for children at a nearby base. **Story on Page 11.**

A Warning About the Lame-Duck Session
A newly formed civil-rights organization is fearful that conservative forces in Congress will push through anti-busing legislation when Congress reconvenes later this month. **Story on Page 11.**

Colleges Column 10
Commentary ....18 and 24
Databank ....12 and 13
Deadlines 21
Events 20
Federal File 11
Letters 18
Marketplace 23
New in Print 19
Washington News 11

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Veto of Regulations Is Unconstitutional, Appeals Court Rules

The laws that give the Congress power to veto federal regulations—including those governing education programs—were declared unconstitutional last month by the U. S. Court of Appeals for the District of Columbia.

The unanimous opinion by eight judges found that by vetoing regulations issued by the executive branch, the House and Senate "violate the principles of separation of powers" set forth in the Constitution. The ruling was issued in a lawsuit over a Congressional veto of Federal Trade Commission regulations that govern the information provided to consumers by used-car dealers.

The implication of that ruling for federal education regulations—nearly all of which are subject to the "legislative veto" under the General Education Provisions Act—is likely to be decided by the U. S. Supreme Court, which is scheduled to hear arguments on Dec. 7 in a case involving a veto by the House of Representatives of a decision by the U. S. Attorney General in a deportation case.

Executive-branch officials have, through several recent Presidential administrations, opposed the legislative veto as unconstitutional. The Reagan Administration took a similar position in the lawsuit decided last month and in the case pending before the Supreme Court.

Bell Tells Congress: Handicapped Rules Likely To Change

Secretary of Education Terrel H. Bell has told Congressional leaders that he "fully anticipates" that additional changes will be made to the Reagan Administration's controversial proposal to revise existing regulations for the Education for All Handicapped Children Act of 1975.

In letters to House and Senate education committee chairmen dated Oct. 20, Mr. Bell explained that his department will publish an entirely new regulatory proposal regarding the law, P. L. 94-142, after the public comment period for the current proposed rules ends on Dec. 2.

The Administration has come under heavy fire from the Congress and a number of handicapped-rights advocacy groups for proposing the changes to the special-education rules. In late September, Mr. Bell bowed to that pressure and "withdrew for further study" six of the most controversial sections of the proposed new regulations.

In his letter, Mr. Bell also said that his department planned to publish an "advance notice" in the *Federal Register* "which will explain to the public the actions I have taken and the department's plans for continuing our review of the regulations."

He also said that the notice would "make it clear" that "department officials intend to enter into discussions with parents, educators, school officials, and representatives of organizations" about plans for the revised regulatory proposal.

Draft Registration Not the Only Option, Task Force Reported

A closely guarded Reagan Administration report on draft registration does not lead "inexorably to the conclusion that registration should be retained as vital to national security," according to an anti-draft activist.

Barry W. Lynn, the president of Draft Action, a national organization that opposes conscription, made those comments at a press conference in Washington last week during which he released to the public a copy of the confidential report.

The document was prepared by President Reagan's military-manpower task force and presented to the President last December. It is, Mr. Lynn said, "a very good example of how a suppressed document develops a mystique which is exploited by those in power to justify a dubious decision and to imply that no other real alternatives exist."

The report did not contain specific recommendations to retain registration. Rather, he said, it outlined an option that does not require peacetime registration, but would only require that registration cards be stored at 250 postal centers for distribution to local branches during an emergency. This option, he said, would add two weeks to the amount of time saved by the current system.

Aid Forms Delayed Due to Late Ruling In Suit Against E.D.

Financial-aid forms for college loans from the federal government and state and private sources—which are usually distributed to students this month—won't be available until next year because of a delay in a ruling on a lawsuit filed against the Education Department, a department official said last week.

The delay in the ruling on the case, in which a student-advocacy group opposes a new federal rule prohibiting federal payments for processing of student-loan applications by private firms, has resulted in "the entire student-aid application process for the whole government being held up," said James W. Moore, director of the office of student financial assistance.

Mr. Moore defended the government's position, saying students can apply for federal loans using free forms provided by the department. Prior to last year, students could also use the forms of the College Board or the American College Testing company free of charge if they were applying only for federal loans.

The firms began charging students $6.50 for the service last year, when the government began refusing to reimburse the private companies. The suit seeks a return to the government's previous practice.

CITIES

Education Station Threatened By Cuts In San Francisco

A combination of state and federal funding cuts is causing a struggle for survival at the nation's oldest education FM radio station, which is located in San Francisco.

KALW-FM is owned and operated by the San Francisco school district. In the past, the district has provided 60 percent of the station's funding.

But the passage of Proposition 13 forced the district to cut spending, and these cuts were compounded by decreases in federal funding for public radio, said Leon Del Grande, the station's general manager.

Thirty percent of the station's funds comes from the federal government; listeners, corporations, and foundations donate the remaining 10 percent.

Faced with shortages in the 1982-1983 budget, the San Francisco school board moved to stop providing money to the station, but the final decision has been postponed until February. At that time, the board will review results of the station's stepped-up fund raising efforts and decide whether to discontinue funding.

KALW went on the air in 1941 using equipment the district purchased at the end of the 1939 San Francisco World's Fair.

The station has an audience of 30,000, Mr. Del Grande said, and broadcasts programs that range from school concerts and plays to school-board meetings. Students who work there gain experience in all facets of radio, he said.

Last year, the budget was approximately $240,000.

Pa. Businesses Seek High-Court Review Of Parking-Lot Tax

A group that represents Pennsylvania businesses and taxpayers has asked the U. S. Supreme Court to review the constitutionality of a tax that supports the schools, but that the plaintiffs say offers no appreciable benefits to the businesses that are taxed.

The 15-percent tax on parking fees at six of the airport parking lots that lie within the school district provides about 7 percent of the Moon Area School District's $15-million annual budget. In May, the state supreme court upheld the tax on the grounds that education is of indirect benefit to the plaintiffs.

The tax was first imposed by the local board of education in March 1979, but was struck down by the Court of Common Pleas in June 1979 and by the Commonwealth Court of Appeals in April 1981.

The school district is still collecting the tax, but is not spending the revenues gathered, said Donald Deep, the district's business manager. The district and businesses are negotiating how much in back taxes the district, in a goodwill gesture, would relinquish even if the tax is upheld on the federal level.

To make up for the $1 million that Mr. Deep estimated the district will not collect in a year without the lot tax, the board of education in June 1979 raised its property taxes from 56 to 68 mills. Mr. Deep said the property-tax hike will probably be rescinded if the lot tax survives.

The appeal, filed by the Grant-Oliver Corporation, Trans-World Airlines, USAir Inc., and taxpayers who live inside and outside the district, states that the tax violates the 14th Amendment's due-process guarantee because it is aimed solely at people who derive no benefits from the taxing jurisdiction.

Ex-Union Official Sentenced in Boise For Embezzlement

The former executive director of the Boise Education Association has been given a 14-year prison term for embezzling an estimated $400,000 from the teachers' group.

Jack White, who was head of the association for 12 years, was sentenced to a 14-year term on each of three embezzlement charges, but the judge said the sentences could be served concurrently.

Mr. White pleaded guilty to three embezzlement charges and 15 forgery charges.

A parole officer will examine Mr. White's case in six months, the earliest possible time he could gain parole.

STATES

Washington To Seek Funds for Classes In Asian Languages

Washington State education officials, mindful of their state's reliance on foreign trade with Asian nations, hope to introduce courses in the Japanese and Chinese languages in high schools as early as next year.

Keith D. Crosbie, the department of education's coordinator of bilingual education and foreign languages, said the plan "is an attempt to crystallize some of the discussions that have been going on about global and international education."

A state legislator, Mr. Crosbie explained, returned recently from a trip to the Orient "and wondered what our schools were doing to assist our state's relationships with Far Eastern countries."

When the legislature convenes in January, the state education agency will ask for "a limited amount of funds" for pilot projects in four high schools, Mr. Crosbie said. "We also plan to shift our social-studies curriculum somewhat to look at the whole Pacific Rim and to provide in-service training for the whole staff."

The six-year pilot project, he estimated, would cost about $500,000.

Foreign languages—primarily European languages—are now available in all Washington high schools, but students are not required to take them. Mr. Crosbie believes that school districts and students will be receptive to the new effort.

"Students as well as their parents are more interested in what's happening in the whole world than they were five years ago," he said.

Minn. Teachers Veto Fifth Term in Office For Union President

Donald Hill, president of the Minnesota Education Association since 1975, has been denied a chance to seek a fifth two-year term.

The state association's bylaws have been amended before to permit longer terms for officers. But an attempt late last month to change the bylaws again fell 48 votes short of the two-thirds majority needed.

In a break with the association's longstanding tradition of open meetings, Mr. Hill barred reporters from the meeting of 600 delegates from around the state.

Mr. Hill, who has been credited with transforming the M.E.A. into a more militant organization—the state had 35 teachers' strikes last year—will leave office next summer, according to a spokesman for the group.

The delegates meeting last month also voted to press for legislation that would put all the state's public-school teachers into one statewide bargaining unit.

The measure, which would eliminate disparities in locally negotiated salaries, is considered unlikely to succeed in next year's legislative session.

N.J. Teachers Rally To Protest Limits On Bargaining Rights

More than 12,000 teachers and their supporters rallied at New Jersey's State House late last month to protest decisions of the state Supreme Court that have, in recent years, limited public employees' collective-bargaining rights.

The rally, which was sponsored by the New Jersey Education Association, was also held in part to protest reduced state aid to education and the jailing last month of more than 500 Teaneck teachers, who defied a court order to end their strike.

But it also kicked off a year-long campaign by union officials to raise about $500,000. Union members have been asked to contribute to the political-action fund through automatic payroll deductions, according to Robert Broderick, an N.J.E.A. spokesman.

Money raised in the effort will be used to lobby for legislative reform of present collective-bargaining laws and to support next year's legislative candidates who are sympathetic to the union's causes, Mr. Broderick said.

UPDATE

Local members of a national civil-rights group ended an 18-day sit-in at the Tuscaloosa, Ala., board of education building after meeting with members of the board and two attorneys who have been involved in a controversy over implementation of new promotion standards.

Members of the Southern Christian Leadership Conference emerged from the building on Oct. 23 after an afternoon meeting in which the board members agreed to review on request the records of children who were not promoted.

The protesters, who lost two court battles over the matter, held that the policy was implemented without adequate warning, leading to a disproportionate number of blacks being held back.

They demanded that the policy be rescinded or delayed.

Of the 1,071 students not promoted in the 10,480-student district, 87 percent are black.

The meeting that produced the agreement involved five S.C.L.C. members, headed by Charles Steele, president of the local chapter; a three-man delegation from the school board, headed by chairman William Lanford; and lawyers who represented the two sides in U. S. District Court.

□

The Rev. Everett Sileven, pastor of the Faith Christian School in Louisville, Neb., has been released from jail after promising not to reopen his school in defiance of court orders.

Cass County District Judge Raymond J. Case freed him on Oct. 22 after Mr. Sileven testified that the school would remain closed.

Mr. Sileven had been jailed for repeatedly refusing to close his school despite court orders. He has been involved in a legal battle with the state since 1979 over control of his small fundamentalist school. Nebraska state law requires all public- and private-school teachers to be certified by the state, but Mr. Sileven has resisted state regulation, claiming that the state has no authority over his school.

Mr. Sileven has promised to keep the school closed unless the legislature, at a special session scheduled for this month, gives him the authority to reopen it.

IN QUOTES

"Educational research has demonstrated again and again that a family environment that supports study and learning, that rewards the child that is successful in school, will produce children who do well in school and in life later on, all other things being equal," **C. Everett Koop**, the U. S. Surgeon General told an audience of pediatricians who met last week in New York. "And the reverse is true also. A family environment that is cruel and uncaring will send cruel and uncaring children into the world as aggressive, violent adults."

□

"I do not think most occupations today need people to go to 12 years of school," the eminent author, educator and child psychologist **Bruno Bettelheim** told an audience in Omaha last month. "By insisting everyone attend school until they graduate, we have created some of the problems we are now experiencing. More kids go to college than really need to. We don't know what to do with them, so we send them to college. We need life experiences to mature the mind."

RESEARCH AND REPORTS

In Theory, Teen-Agers Favor Paying Their Own Way

STEREO
LBarr

LOEL BARR

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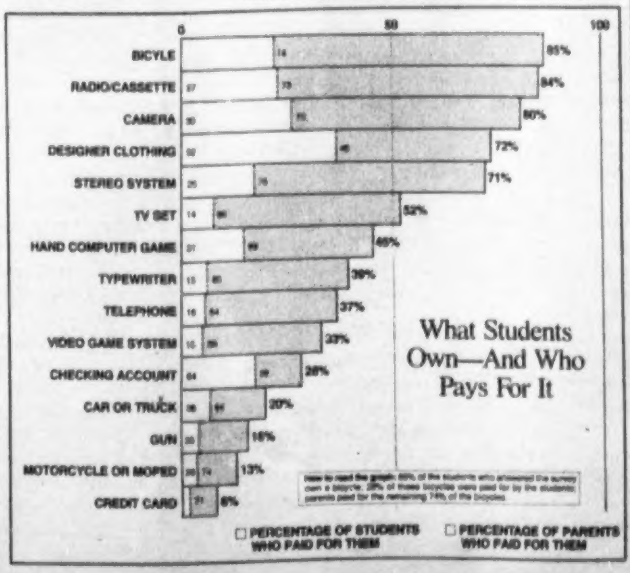
Today's high-school students think they *should* use their own earnings to pay for the cameras, bicycles, stereos, and other luxury goods that most of them own, but only a minority do so, according to a survey conducted by *Highwire* magazine, a national quarterly for high-school students.

Of the 600 students who responded to the survey, the results of which were published in the Fall 1982 issue, 85 percent owned bicycles, 84 percent owned a radio or cassette recorder, 80 percent owned cameras, 72 percent had designer clothes, 71 percent owned stereo systems, and 52 percent had televisions.



Although most of the students—72 percent—earned money from part-time jobs, a minority seemed to spend their money on luxury goods. Of the students who owned bicycles, for example, 26 percent had paid for them themselves. Designer clothes were the only item for which students paid more frequently than did their parents.

Many students, however, said they would do better to pay for these items themselves, according to the survey. "Students should try to buy their own stuff because they take better care of it," one girl wrote. "Parents should pay only for things that the kid needs," another student noted. "After all, they have bills to pay, too."

Cameras and stereos weren't the only luxury possessions that students reported owning. Sixteen percent had guns, three quarters of which had been bought by parents, and 37 percent had their own telephone, also bankrolled by parents in most cases.

A small group of students contributed to their room and board, according to the survey, although considerably more favored the idea under some circumstances—for those over 17, for example, or those whose parents need the money.

Educators who would like to see the complete survey, "Students and Their Money," may request a free copy of the issue from *Highwire Magazine*, Department E.W., P.O. Box 948, Lowell, Mass. 01853.

DATABANK

The Cost of Running Schools: Estimated 1980-81 Expenditures

In 1980-81, the estimated total expenditures for public elementary and secondary schools rose 9.6 percent over the previous year, from a total of $90.4 billion to $99.1 billion, according to a new report by the National Center for Education Statistics.

The estimated expenditure per pupil based on average daily attendance was $2,350 in 1980-81, an increase of 12.2 percent.

The report, Estimates of Local Public School System Finances, 1980-81, *also includes detailed information on revenue sources, capital-outlay expenditures, and debt service, state by state. The report is based on the agency's 27th annual survey of state education agencies. Other reports based on the survey data cover students, staff, and big-city systems.*

In addition, a computer tape containing all the information collected in the survey is available. More information about the survey is available from Lena M. McDowell in the N.C.E.S. Division of Elementary and Secondary Education Statistics. Inquiries concerning the data tape should be sent to the Statistical Information Office, N.C.E.S., 400 Maryland Ave. S.W., Washington, D. C. 20202.

State Rankings of Estimated Receipts, By Source As a Percent of Total Estimated Revenue Receipts For Public Elementary and Secondary Education: 1980-1981[1]

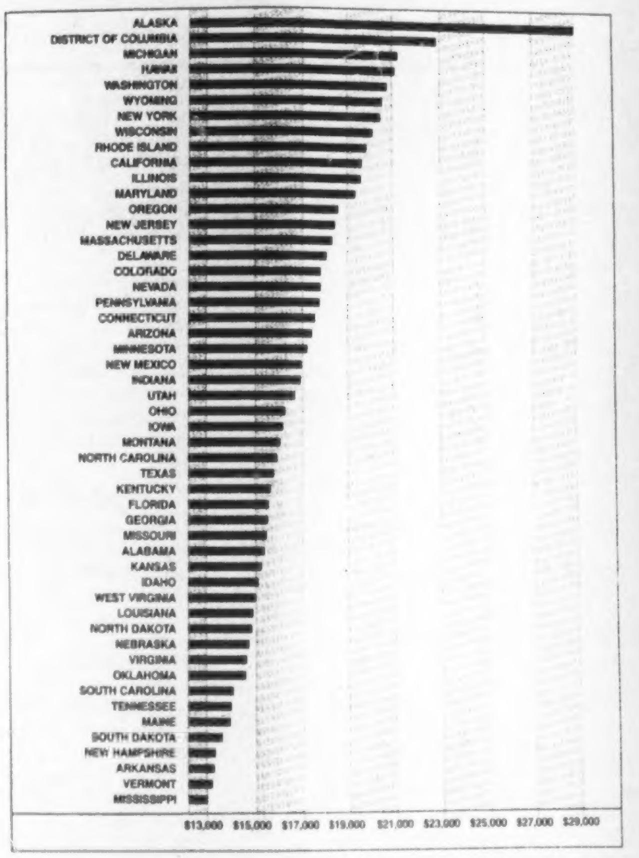
Federal Receipts		**State Receipts**		**Local & "Other" Receipts**	
Mississippi	17.1	Hawaii[2]	81.8	District of Columbia[2]	83.7
South Carolina	16.9	Alaska	79.6	New Hampshire	83.7
District of Columbia	16.3	Washington	76.4	Nebraska	70.7
Hawaii	15.8	New Mexico	69.8	Connecticut	66.3
Louisiana	14.9	Kentucky	68.6	Vermont	65.9
Arkansas	14.4	Delaware	66.6	Michigan	64.4
Tennessee	14.0	Alabama	66.1	New Jersey	63.1
Alabama	13.9	California	65.5	Rhode Island	60.2
New Mexico	13.6	North Carolina	64.0	Massachusetts	60.1
Georgia	12.8	Idaho	60.2	Maryland	59.5
North Carolina	12.6	Mississippi	59.4	South Dakota	59.5
South Dakota	12.6	West Virginia	57.9	Oregon	58.3
Kentucky	12.4	Minnesota	56.6	Wisconsin	56.8
Delaware	11.9	Florida	55.6	Iowa	54.5
Oklahoma	11.8	Indiana	55.2	New York	54.5
West Virginia	11.3	Louisiana	55.2	Illinois	54.3
Texas	11.1	Georgia	54.9	Colorado	52.3
Florida	10.5	Utah	53.9	Nevada	51.3
Virginia	9.8	Oklahoma	52.7	Ohio	51.2
California	9.6	Arizona	52.5	Virginia	50.4
Missouri	9.4	Arkansas	51.4	Kansas	50.1
Montana	9.3	South Carolina	49.7	Pennsylvania	48.2
Illinois	8.9	Maine	48.6	Missouri	46.6
Arizona	8.7	Montana	47.0	Tennessee	43.2
Iowa	8.4	Texas	45.7	Maine	43.1
North Dakota	8.4	North Dakota	45.0	Texas	43.0
Ohio	8.2	Pennsylvania	43.9	Wyoming	41.6
Maine	8.1	Nevada	43.8	Utah	38.4
Pennsylvania	8.0	Kansas	42.8	Indiana	38.0
Utah	7.6	Tennessee	42.8	Minnesota	37.0
Vermont	7.3	Colorado	41.7	North Dakota	36.6
Kansas	7.1	New York	40.7	Arizona	36.0
Wisconsin	7.1	Ohio	40.6	Montana	35.9
New Hampshire	7.0	Virginia	39.8	Arkansas	34.2
Nebraska	6.8	Iowa	39.0	Florida	34.0
Oregon	6.7	Missouri	38.6	Oklahoma	32.9
Indiana	6.6	Illinois	36.9	South Carolina	32.3
Washington	6.5	Wisconsin	35.8	Georgia	32.3
Iowa	6.4	Maryland	35.0	Idaho	31.8
Minnesota	6.3	Massachusetts	34.3	West Virgina	30.8
Rhode Island	6.1	Rhode Island	33.7	Louisiana	29.9
Wyoming	6.1	Wyoming	33.6	California	23.8
Colorado	5.9	New Jersey	33.5	North Carolina	23.5
Massachusetts	5.7	Oregon	33.1	Mississippi	23.4
Connecticut	5.5	Michigan	30.2	Delaware	21.6
Maryland	5.5	Connecticut	28.2	Alabama	20.0
Michigan	5.3	South Dakota	27.0	Kentucky	19.0
Nevada	4.9	Vermont	26.8	Alaska	17.7
New York	4.8	Nebraska	17.9	New Mexico	16.6
New Jersey	3.4	New Hampshire	9.4	Washington	12.6
Alaska	2.7	District of Columbia[2]	0.0	Hawaii	2.4

---

[1] Revenue receipts from intermediate source are not ranked. Therefore, percents for a given state will not add up to 100.0 percent.

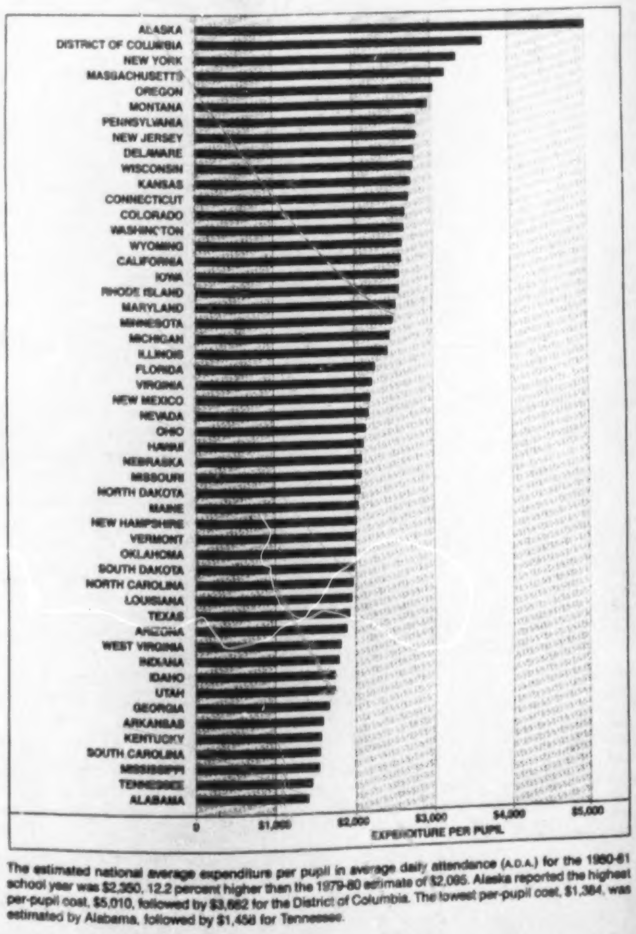
[2] In Hawaii and the District of Columbia all revenue from other than federal sources are included as local revenue (in the case of the District of Columbia) or state revenue (in the case of Hawaii) except that Hawaii received a small amount of revenue from "other" sources.

Ranking of Estimated Salary of Classroom Teachers By State 1980-81



The estimated average annual salary of classroom teachers for the United States in 1980-81 was $17,360 compared with $16,170 in 1979-80, representing an increase of appoximately 7.4 percent. Classroom teachers' average salaries varied greatly among the states, ranging from $13,000 for Mississippi to $29,000 for Alaska and $22,883 for the District of Columbia.

Ranking of Estimated Expenditures Per Pupil By State 1980-81



The estimated national average expenditure per pupil in average daily attendance (A.D.A.) for the 1980-81 school year was $2,350, 12.2 percent higher than the 1979-80 estimate of $2,095. Alaska reported the highest per-pupil cost, $5,010, followed by $3,662 for the District of Columbia. The lowest per-pupil cost, $1,384, was estimated by Alabama, followed by $1,458 for Tennessee.

Estimated Expenditures and Related Data for Public Elementary And Secondary Education, by State or Outlying Area: United States, 1980-81

State or Other Area	Expenditures (in thousands)					Annual Current Expenditure Per Pupil In		Average Annual Salary For Classroom Teachers
	Total Expenditures	Current Expenditures		Capital Outlay	Total Debt Service	Average Daily Membership	Average Daily Attendance	
		Elementary and Secondary Schools[1]	Other Programs[2]					
1	2	3	4	5	6	7	8	9
Total 50 States and D.C.	[3]$99,135,875	$88,607,176	$1,318,902	$6,720,681	[4]$5,835,673	$2,168	$2,350	$17,360
Alabama	1,086,372	987,303	7,293	81,843	20,421	1,331	1,384	15,413
Alaska	476,904	404,336	1,115	57,499	[5]30,528	4,669	5,010	29,000
Arizona	1,103,550	925,491	0	146,314	81,606	1,882	[6]1,914	17,359
Arkansas	768,672	657,560	1,900	90,262	40,941	1,490	1,571	13,270
California	11,242,472	10,493,500	52,600	421,500	656,672	[7]2,424	[6]2,594	19,648
Colorado	1,532,345	1,351,947	30,670	111,783	82,291	2,562	2,656	17,734
Connecticut	1,374,460	1,326,000	500	23,860	75,100	2,481	2,697	17,440
Delaware	270,240	249,863	3,000	8,377	26,900	2,557	2,781	18,025
District of Columbia	318,064	316,543	0	1,521	0	3,202	3,682	22,883
Florida	3,460,021	3,142,920	22,987	237,313	125,371	2,081	2,262	15,563
Georgia	1,946,011	1,625,736	19,200	274,777	61,369	1,554	1,652	15,444
Hawaii	354,633	315,420	2,616	36,197	[5]3,191	1,939	2,121	20,993
Idaho	392,165	337,900	165	46,000	15,100	1,662	1,780	15,146
Illinois	4,652,477	4,236,547	21,188	261,135	340,821	2,258	2,441	19,518
Indiana	2,062,572	1,677,295	18,063	240,459	149,481	1,687	1,793	16,876
Iowa	1,396,925	1,273,333	3,312	100,537	55,665	2,426	2,560	16,150
Kansas	1,079,259	983,023	6,152	71,971	41,520	2,554	2,714	15,250
Kentucky	1,050,372	[6]961,700	6,672	46,000	65,000	[6]1,457	[6]1,569	15,580
Louisiana	1,518,397	1,400,000	4,500	83,000	70,897	1,811	1,972	14,900
Maine	473,493	423,400	13,000	27,093	26,500	1,925	2,055	13,994
Maryland	1,818,494	1,683,002	15,419	92,814	92,203	2,319	2,541	19,286
Massachusetts	3,038,610	2,914,854	9,292	35,828	284,208	2,857	3,174	18,288
Michigan	4,730,954	4,215,286	80,420	281,785	283,463	[7]2,300	2,461	21,057
Minnesota	2,030,251	1,751,638	51,050	176,854	133,650	2,335	2,484	17,182
Mississippi	761,790	689,771	3,000	62,554	27,652	1,464	1,536	13,000
Missouri	1,759,104	1,615,881	25,123	88,800	76,800	[7]1,943	2,079	15,422
Montana	465,500	413,000	8,000	37,500	20,000	2,785	2,948	15,967
Nebraska	583,426	555,000	1,900	14,426	28,800	2,019	2,105	14,675
Nevada	396,220	305,638	1,323	53,511	56,318	2,155	2,179	17,700
New Hampshire	342,108	325,510	1,204	8,517	21,574	2,001	2,033	[6]13,273
New Jersey	3,655,487	3,177,506	332,000	41,433	188,948	2,512	2,791	18,300
New Mexico	704,814	571,588	2,802	123,302	30,483	2,108	2,219	16,948
New York	9,251,000	8,488,000	183,000	350,000	675,000	3,023	3,356	20,400
North Carolina	2,219,000	2,100,000	14,000	105,000	0	1,869	1,992	15,858
North Dakota	249,612	230,441	340	16,068	10,163	1,979	2,062	14,881
Ohio	4,095,800	3,867,400	66,000	93,100	193,576	1,965	2,143	16,200
Oklahoma	1,259,290	[6]1,094,000	16,000	136,190	54,100	[6]1,906	[6]2,007	14,640
Oregon	1,473,037	1,273,274	3,813	167,175	62,418	2,830	3,049	18,500
Pennsylvania	5,492,707	4,863,800	101,306	199,810	407,704	2,564	2,798	17,690
Rhode Island	362,750	349,358	1,082	5,406	20,657	2,452	2,559	19,803
South Carolina	1,028,628	905,653	11,264	88,866	45,470	1,505	1,560	14,108
South Dakota	273,500	[6]239,400	2,900	28,900	6,100	[6]1,884	[6]1,995	13,636
Tennessee	1,337,037	1,176,179	16,054	135,568	33,433	1,372	1,458	14,073
Texas	6,140,941	5,108,606	22,182	821,905	[5]649,374	1,828	1,955	15,715
Utah	781,806	561,645	15,000	182,415	40,746	1,648	1,742	16,612
Vermont	195,402	182,678	64	8,591	18,166	1,904	2,017	13,235
Virginia	2,367,736	2,072,104	38,578	205,779	143,990	2,071	2,223	14,649
Washington	2,519,378	1,868,827	36,493	566,513	95,105	2,488	2,653	20,702
West Virginia	739,829	660,853	15,616	53,130	19,510	[7]1,697	1,816	14,948
Wisconsin	2,167,011	2,001,185	27,645	100,760	122,745	2,594	2,769	[9]20,062
Wyoming	335,249	255,482	1,097	66,740	23,943	2,433	2,596	20,438

[1] Includes estimated value of commodities donated by the U.S. Department of Agriculture.

[2] Includes estimated expenditures for summer schools, adult education, community service (such as public libraries operated by school districts, expenditures for nonpublic schools where authorized by law, community colleges and technical institutions under the jurisdiction of local boards of education).

[3] Does not include total for redemption of principal to other than PHA's.

[4] Total includes redemption of principal to other than PHA's.

[5] Includes N.C.E.S. estimates for interest payments to other than PHA's and/or redemption of principal to other than PHA's.

[6] Actual 1980 data.

[7] N.C.E.S. estimate.

[8] Revised from 1979 published data.

[9] Includes fringe-benefit payment.

SOURCE: National Center for Education Statistics

New Data Indicate Lag in State Aid To Public Schools

The states spent a record $96.9 billion for public elementary, secondary, and higher education in the fiscal year 1981, but the growth in school expenditures over the previous year did not keep pace with the increase in state spending in general, according to reports issued last month by the U. S. Census Bureau and the National Center for Education Statistics (N.C.E.S.).

Altogether, the Census Bureau reported in *State Government Finances in 1981*, the states took in $310 billion in revenues in fiscal 1981 and spent more than $291 billion—an increase of 11.1 percent over 1980.

But according to the N.C.E.S. report, *Estimates of Local Public School System Finances 1980-81*, state aid to local public school districts grew by only 5.9 percent, from $44.2 billion in fiscal 1980 to $46.8 billion in fiscal 1981. Local receipts, reflecting the schools' slight shift back to reliance on property taxes and other sources of local revenue, grew by 11.5 percent during the same period.

State contributions accounted for 46.8 percent of all local school revenue, down from 48.1 percent in fiscal 1980. Local sources accounted for 44.1 percent, on average, and federal funds for 8.4 percent. Eighty-six percent of local revenue came from property taxes.

The revenue mix, as in the past, varied substantially from state to state. In general, Southern and Western states made the largest proportional contributions to local schools, while districts in the Northeast and Midwest continued to rely more heavily on local revenue. Federal revenue, as a proportion of total expenditures, ranged from about 17 percent in Mississippi and South Carolina to 2.7 percent in Alaska and 3.4 percent in New Jersey.

Teachers' salaries and per-pupil expenditures also varied widely, with Southeastern states tending to rank low in both categories. The report notes, however, that salaries and expenditures were not adjusted to reflect regional differences in the cost of living. On average, teachers' salaries increased by 7.4 percent; the Consumer Price Index increased by 11.7 percent during the same period. *See accompanying Databank.*

The National Conference of State Legislatures reported late last month that the fiscal position of many states continues to erode as revenues from income and sales taxes fall short of expected levels. Twenty-one states have been forced to cut budgets that took effect only last July, usually by executive order, according to the legislators' group. Five states are still considering how to deal with projected deficits.

This year, the cuts have not been restricted to the Northeastern and Midwestern regions which were hit hardest by the recession, said Steven D. Gold, director of the conference's intergovernmental finance conference. South Carolina, Alabama, and Idaho are among the states that have made across-the-board cuts in the past few months and all three are states in which school districts depend more heavily than average on state aid.

Copies of the Census Bureau report, *State Government Finances in 1981* (Stock No. 003-024-04934-1) are available for $5 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, or from district offices of the Department of Commerce.

Information on the N.C.E.S. survey is available from the Statistical Information Office, N.C.E.S., 1001 Presidential Building, 400 Maryland Ave., S. W., Washington, D. C. 20202. —P.C.

11/15/82
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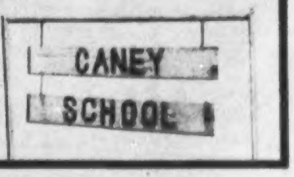
GROWING enrollments in elementary and secondary education are projected by the National Center for Education Statistics for the period from 1985 through the turn of the next century. And that, statisticians say, could mean a new cycle of teacher shortages beginning at the end of this decade.

See Pages 14 and 15.

TEACHING both teachers and students how to master the computer as an educational device is the key to unlocking a revolutionary new era in learning, says the president of the International Council of Computer Educators. Greater efforts are needed at the policy level, New York educators say.

See Page 6.

STRUGGLING to cope with declines in enrollment and and facing cuts in federal assistance, a small school on Troublesome Creek in Hardshell, Ky., is in danger of losing gains hard-won over the last half century.



See Page 11.

EDUCATION WEEK

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A.F.T., Businesses To Explore Problems in Science Education

By Susan Walton

WASHINGTON—Joining the growing movement to establish partnerships between the business and education communities, the American Federation of Teachers (A.F.T.) last week announced that it was launching a "special dialogue" between leaders in both fields to explore ways to alleviate the shortage of mathematics and science teachers and to improve curricula in these areas.

Fletcher Byrom, chairman of the board of trustees for the Committee for Economic Development (C.E.D.) joined A.F.T. President Albert Shanker in making the announcement. The committee, whose board includes 200 prominent business executives, studies social-policy issues as they relate to business.

Mr. Byrom pledged the support of his organization, but cautioned that business cannot "make-up for gaps in financial resources, nor can it be expected to assume full responsibility for upgrading science and technical training."

"You should not perceive business as being an altruistic source of corporate dollars," Mr. Byrom said. Nevertheless, he added, there are many ways that the two groups can work together to meet the needs of both.

Through "in-kind" contributions of equipment and expertise, for example, businesses are already coming to the aid of schools while simultaneously helping to ensure a well-trained workforce for the future, Mr. Byrom suggested.

'Model for Further Exchange'

The A.F.T. launched the effort, Mr. Shanker said, "in the hope of creating a model for further exchange between its affiliates in over 2,000 school districts across the United States and the industries represented in those communities."

The 550,000-member teachers' group announced the new partnership in conjunction with a meeting of its recently appointed task force on the problems in precollegiate science and mathematics education. The task force, made up of 10 of the union's regional vice-presidents, also announced the results of a survey of teacher supply, curriculum requirements, and cooperative ventures with businesses in 10 areas, most of them large cities.

The survey showed that few of the areas surveyed are experiencing acute shortages of science and mathematics teachers. With

Continued on Page 10

Does College Pay? For Women, Yes; For Men, Maybe

By Tom Mirga

WASHINGTON—In recent years, high-school students have consistently listed getting a better job and making more money among their primary reasons for deciding to go to college. And many studies have suggested that a college education does elevate average earnings over a lifetime.

But a soon-to-be-released report by the Education Department's statistics-gathering branch concludes that at least in the first several years following graduation from high school, and at least for males, a college education doesn't mean higher pay.

The report, entitled "Does College Pay? Wage Rates Before and After Leaving School," marks one of the first attempts by researchers to focus on the earnings of people in the first few years following their graduation from high school, according to the National Center for Education Statistics (N.C.E.S.). Earlier empirical work in the area, the report said, has focused on the "mid-life" years, long after the transition from school to work.

The new analysis, which examined the wage and job histories of more than 17,000

Continued on Page 10

BARBARA HADLEY

Albert Shanker, A.F.T. president, and Fletcher Byrom, chairman of the Committee on Economic Development, announce the new partnership.

Moves To Improve School Leadership Prompt Debate on Principals' Tenure

By Thomas Toch

Efforts to improve the schools in several large cities have rekindled debate over the long-controversial concept of lifetime tenure for principals.

Since 1981, Superintendent Robert R. Spillane has demoted or coaxed into early retirement 60 percent of Boston's high-school principals—called headmasters—and 22 of its 127 elementary- and middle-school headmasters.

In his four years as Chancellor of the New York City public schools, Frank J. Macchiarola has removed over half (62) of the system's 109 high-school principals. He also has used forced early retirments and reassignments, as well as dismissals, to make the changes.

"People hide behind the veil of tenure, using it as a way of securing lifetime job security," says Mr. Spillane. "Tenure could be used as an orderly dismissal procedure, but that process is now so cumbersome, complex, costly, and time consuming, that in

Continued on Page 17

Los Angeles Latest to Pass Tougher Policies

More Schools Linking Grades to Extracurricular Activities

By Alex Heard

On Friday, Oct. 8, the French (Tex.) High School Buffaloes faced the Westbrook High Bruins with a healthy varsity football squad but a devastating loss in the ranks of its half-time marching band.

The missing students did not fall to a virus that swept through the woodwinds, but to a new districtwide policy—passed in September—requiring all participants in extracurricular activities in the Beaumont Independent School District to maintain a passing grade (D or better) in all their subjects from week to week.

Beaumont is one of a small number of districts nationwide that have addressed the issue of whether athletes and other students in extracurricular activities should have to fulfill a minimum academic requirement in order to participate.

Last week, the board of the Los Angeles Unified School District—the nation's second largest—unanimously voted to require all students who participate in any extracurricular activities, including athletics, to maintain at least a C average. A single failing grade in any subject required for graduation makes a student ineligible.

Since last year, San Francisco has required athletes to maintain a 2.0 (out of a possible 4.0) average in order to remain eligible to play.

Prior to last week's vote, a student in Los Angeles only had to pass four courses with a grade of D or better in the previous

Continued on Page 16

IN SUMMARY

Paying for Education in Washington
For the second time in five years, school districts and a teachers' union have gone to court to try to force the state to broaden the funding it must by law provide for "basic education." **Story on Page 4.**

Holdouts
Teachers' strikes continued in a half dozen districts (five of them in Pennsylvania) last week, and observers report that the positions on economic issues were still far apart. **Story on Page 4.**

Unfinished Business
Claiming that racial isolation has reached crisis proportions—especially in Northeastern urban schools—a group of educators calls for new voluntary strategies to achieve integration. **Story on Page 6.**

On the Verge of Significant Change
An expert on computers claims that they will be the dominant mode of instruction within 30 years and will replace printed material in the classroom. **Story on Page 7.**

A Matter of Opinion
A public employee, fired for eliciting her colleagues' opinions on the fairness of office personnel procedures, will have her case heard by the U. S. Supreme Court. **Story on Page 8.**

An Official Rebuttal
The Justice Department has issued a 55-page report accusing the Washington Lawyers Council of using "half-truths" to distort the Administration's civil-rights record. **Story on Page 9.**

On the Occasion of American Education Week
Secretary of Education Terrel H. Bell sees the society moving from the "me decade" to the "us decade," and he praises schools and colleges for their efforts to improve education. **Story on Page 9.**

Trouble on Troublesome Creek
In an area accustomed to poverty, a Kentucky school district struggles to preserve the gains it has made over the years with substantial help from the federal government. **Story on Page 11.**

Enrollments: An Upturn Ahead
New federal statistical projections foresee an increase in the number of students beginning toward the end of this decade that could lead to another cycle of teacher shortages. **Story on Page 14.**

Colleges Column 6
Commentary .... 16 and 24
Computers Column 7
Databank 14
Deadlines 20
Events 20
Federal File 8
Letters 18
Marketplace 22
Media Column 17
New in Print 19
Washington News 8

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Elmendorf Named To New Position In Education Dept.

The Education Department's chief college financial-aid official, Edward M. Elmendorf, has been promoted by President Reagan to the position of assistant secretary for postsecondary education.

Mr. Elmendorf, whose appointment must be confirmed by the Senate, has been serving as deputy assistant secretary for student financial assistance since August 1981. Previously, he was president of Johnson State College in Johnson, Vt., from 1974-80.

In the new position, he replaces Thomas P. Melady, who is leaving the department to return to his post as president of Sacred Heart University in Bridgeport, Conn.

U.S. Not To Comply With Judge's Order In Federal Draft Case

The Justice Department has refused to comply with a federal district judge's order to turn over White House and Defense Department documents to defense attorneys representing a 21-year-old draft-registration evader from Pasadena, increasing the likelihood that their case against him will be dismissed.

The federal attorneys also said that Presidential counselor Edwin Meese 3d would not testify in the trial of David A. Wayte, as ordered by U.S. District Judge Terry J. Hatter.

Mr. Wayte's attorneys have argued that their client's case should be dismissed because the federal government unfairly singled him out for prosecution because he is a vocal opponent of the two-year-old draft-registration law. They have also said that the federal documents in question and Mr. Meese's testimony would bear out their contention. If the case against Mr. Wayte is dismissed, attorneys representing young men in similar cases could ask to have charges against them dropped.

Postal Service Seeks Students' Designs For Postage Stamp

Students who want to put their stamp on history have only two more weeks to enter the Student Stamp Design Project sponsored by the U. S. Postal Service.

The project marks the first time that the Postal Service has solicited stamp designs from students. Many other nations already have stamps that were created by schoolchildren, according to Jeanne O' Neill, media-relations officer for the agency.

The response to the contest has been large and enthusiastic, Ms. O' Neill said, and the federal agency expects to get as many as one million entries before the deadline of Nov. 30.

"We're beginning to get a trickle of entries, but we're prepared for an avalanche," Ms. O' Neill said. The entries must be 4½ by 7½ inches in size, and may be drawn in crayon, pen and ink, pencil, oils, or watercolors. On the back, students should write their name and grade, their teacher's name, and the name and address of the school. The entries may be taken to any local postmaster, who will package them and forward them to Washington at no expense.

The entries received so far suggest that the judges will have a hard time deciding on the winner. The subjects range from rainbows to wildlife to history. One child submitted an entry of a tall, crooked building with the caption, "the crazy tower of pizza." Another child drew stick figures of a horse, whose rider was waving his arms above his head. "Two arms, two arms, the British are coming!" the caption read.

Another child wrote that his notion of an ideal stamp would be one that had a snake on it. "Some day I'd like to have a snake but my mom don't feel the way I do," he wrote.

STATES

Alabama Governor Signs Agreement In Asbestos Case

Alabama Gov. Forrest H. (Fob) James has signed an out-of-court settlement that will allow the Alabama Public School and College Authority to release bond money to the state's 128 school districts to remove asbestos from school buildings.

The agreement was prompted by a suit filed against the authority and Governor James by Charles Graddick, the state's attorney general. Mr. Graddick filed the suit on Oct. 8 after attending a P.T.A. meeting at his child's school and learning that the building had asbestos ceilings. The suit was intended to hasten removal of asbestos from the schools.

The authority has agreed to release the proceeds of a $75 million bond sale first to those school systems that have potentially hazardous asbestos present. The agreement also calls for the schools to use the money allotted them on a per-pupil basis to remove asbestos before any remaining construction dollars will be released to the system.

The settlement calls for all school systems to test their buildings for the presence of asbestos and file a report with the superintendent by Dec. 15. Under the agreement, school districts must remove asbestos from the buildings by the beginning of the 1983-1984 school year.

If the per-pupil allocation is not enough for the system to pay for the removal, school systems will have to pay the remaining costs themselves, Mr. Graddick said.

N.C. State Board Approves Addition Of Writing Tests

North Carolina may become one of the first states to test systematically the writing skills of its students under a proposal unanimously approved Nov. 4 by the state board of education.

After hearing the strong endorsement of Gov. James B. Hunt Jr., the board agreed to introduce writing sections into the state's competency and achievement tests for public school students over the next four years, provided the legislature funds the measure.

"To make the writing process a top priority is as essential to education as the flow of blood is to the human body," James Hemby, who chairs the state's competency test commission, told the board.

No change in state law would be required to add the writing tests.

Several states, incuding South Carolina, Florida, New York and Texas, are investigating writing tests and moving in the same direction as North Carolina, Mr. Hemby said.

And in California, writing competency tests are administered by some local school districts.

"But we are at least among the first states," he said in an interview.

The writing test proposal, recommended by the state's annual testing commission and the competency test commission, would cost $577,500 over the next two years. But despite tight economic times, Mr. Hemby said he hoped the legislature would invest in the new tests.

N.J. To Establish Governor's School For Global Studies

Joining a number of other states with summer schools for talented students, New Jersey will open a Governor's School of Global Studies next summer.

One hundred of the state's top students from public high schools, chosen on the basis of their academic records, will attend an intensive four-week program that will be held on the campus of Monmouth College.

In announcing the creation of the program, Gov. Thomas H. Kean said the $150,000 that it will cost would be met with a combination of state, private, foundation, and college support.

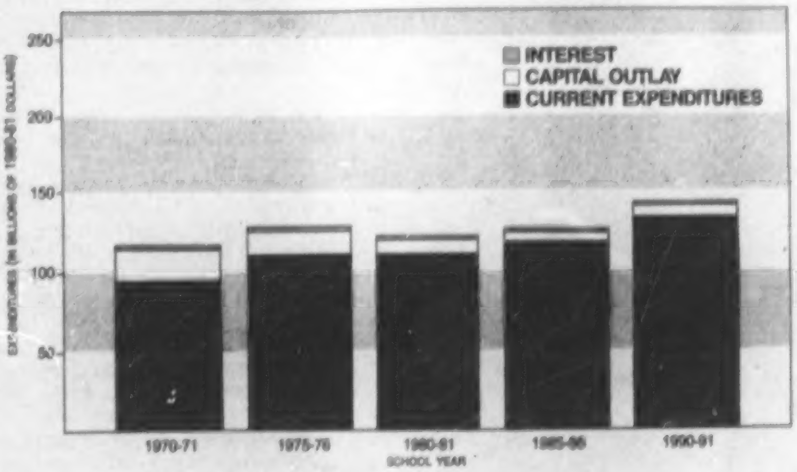
Governor Kean also said he hoped to augment the global-studies program with similar projects in the arts and sciences in the summer of 1984.

Projections of Enrollment, Teacher Demand to 1990-91

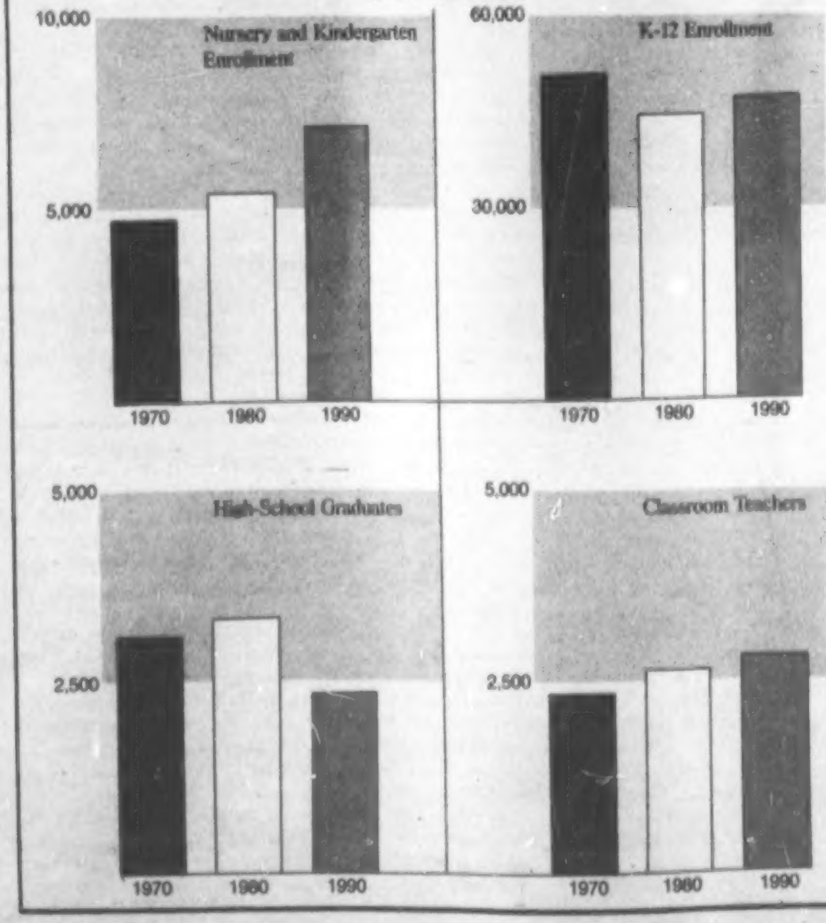
The report from which this information is taken, Projections of Education Statistics to 1990-1991, *predicts trends in enrollments, graduates, teachers, and expenditures in elementary, secondary, and higher education during the 1980's. This is the 16th edition of* Projections.

The report was prepared by the National Center for Education Statistics using information from the U. S. Bureau of the Census. A separate report, describing the report's methodology in fuller detail, is also available.

Expenditures (in 1980-81 Dollars) in Regular Elementary and Secondary Schools, with Intermediate Alternative Projections, by Type: 50 States and D.C., 1970-71 to 1990-91



Selected Education Statistics: 50 States and D.C., 1970, 1980, 1990 (In Thousands)



Summary of Trends in Education: 50 States And the District of Columbia, 1970-71 and 1990-91

Characteristic	1970-71	1980-81	Percent Change, 1970-71 to 1980-81	1990-91[1] (Projected)	Percent Change, 1980-81 to 1990-91
	(Thousands)			(Thousands)	
School-age and college-age populations[2]:					
5-13	36,636	30,196	-18	32,066	6
14-17	15,911	15,764	-1	12,771	-19
Average of 17 and 18	3,812	4,163	9	3,321	-20
18-24	24,687	29,463	19	25,148	-15
25-34	25,293	36,172	43	41,085	14
35-44	23,142	25,721	11	36,592	42
Public-school districts	18.0	15.9	-12	—	—
Operating	17.2	15.6	-9	—	—
Nonoperating	.8	3	-62	—	—
Enrollment:					
Elementary and secondary:					
Nursery and kindergarten	4,279	5,162	21	6,877	33
K-grade 12	51,272	[3]46,096	-10	46,667	1
K-8	36,629	[3]31,378	-14	34,244	9
9-12	14,643	[3]14,717	1	12,423	-16
Public	45,909	[3]40,995	-11	41,267	1
K-8	32,577	[3]27,678	-15	30,244	9
9-12	13,332	[3]13,317	0	11,023	-17
Private	5,363	[3]5,100	-5	5,400	6
Higher Education:					
Total	8,581	12,097	41	12,101	0
Public	6,428	9,457	47	9,616	2
Private	2,153	2,640	23	2,485	-6
Four-year	6,358	7,571	19	7,101	-6
Two-year	2,223	4,526	104	5,000	10
Men	5,044	5,874	16	5,770	-2
Women	3,537	6,223	76	6,331	2
Full-time	5,816	7,086	22	6,536	-8
Part-time	2,766	4,990	81	5,565	11
Undergraduate	7,376	10,475	42	10,384	-1
Graduate	1,031	1,343	30	1,437	7
First-professional	173	279	58	330	18
Full-time-equivalent	6,737	8,749	30	8,438	-4
Instructional staff:					
Elementary and secondary					
Classroom teachers	2,288	2,439	7	2,642	8
Elementary	1,281	1,362	6	1,654	21
Secondary	1,007	1,077	7	988	-8
Public	2,055	2,160	5	2,333	8
Elementary	1,128	1,175	4	1,440	23
Secondary	927	985	7	893	-10
Private	233	279	18	309	12
Higher education:					
Instructional staff	573	846	48	799	-6
Full-time-equivalent	451	624	38	585	-6
High-school graduates[4]	2,944	3,021	3	2,360	-22
Public	2,644	2,721	3	2,050	-25
Private	300	300	0	300	0
Boys	1,457	1,480	2	1,164	-22
Girls	1,487	1,541	4	1,196	-22
High-school equivalency credentials	—	400	—	460	14
Earned degrees[4]:					
Bachelor's	840	932	11	922	-1
Men	476	470	-1	452	-4
Women	364	462	27	470	2
First-professional	38	72	89	74	3
Men	36	54	50	52	-4
Women	2	18	800	22	22
Master's	231	298	29	303	2
Men	139	148	7	151	2
Women	92	150	63	152	1
Doctor's	32	33	3	33	0
Men	28	23	-18	18	-22
Women	5	10	100	15	50

Characteristic	Current Unadjusted Dollars 1970-71	Current Unadjusted Dollars 1980-81	Constant 1980-81 Dollars 1990-91
	(Billions of dollars)		
Total expenditures by regular educational institutions[5]:			
All levels	78.3	188.3	205.4
Public	63.6	151.7	167.4
Private	14.7	36.7	37.9
Elementary and secondary schools	51.4	117.9	138.8
Public	46.0	105.0	122.8
Private	5.4	12.9	16.0
Institutions of higher education	26.9	70.4	66.6
Public	17.6	46.7	44.6
Private	9.3	23.8	21.9
	(Dollars)		
Current expenditure per pupil in average daily attendance in public elementary-secondary schools	911	2,553	3,053

— Not applicable

[1] Intermediate alternative projections are based on assumptions and methodology shown in *Projections of Education Statistics to 1990-91*, Volume II, forthcoming. Users should check the acceptability of these assumptions for their purposes.

[2] Population projections are series II projections from the Bureau of the Census.

[3] Preliminary

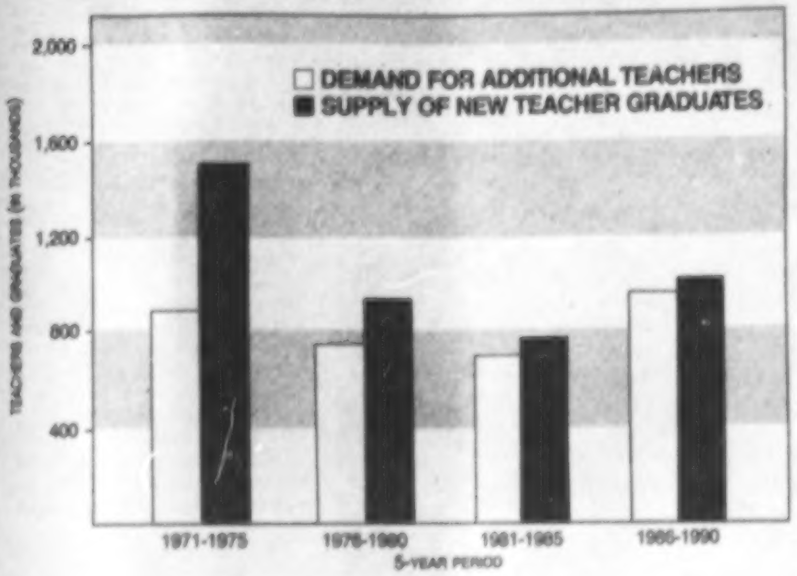
[4] Projected in 1980-81.

[5] Includes current expenditures, interest, and capital outlay.

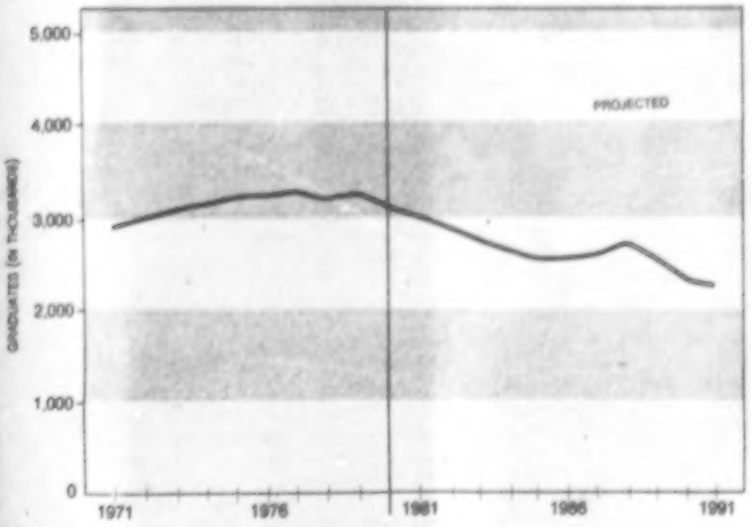
NOTE: Because of rounding, details may not add to totals.

SOURCE: National Center for Education Statistics

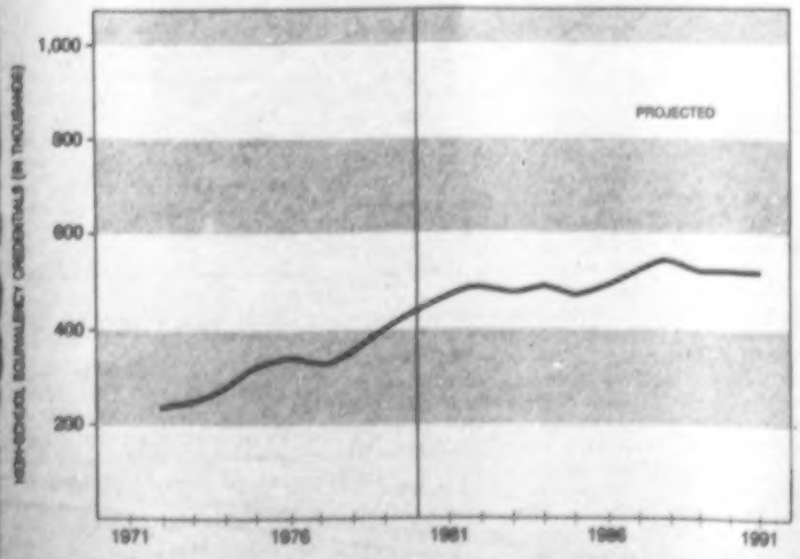
Estimated Demand for Additional Teachers in Regular Elementary and Secondary Schools and Estimated Supply of New Teacher Graduates, 5-Year Totals: 50 States and D.C., Fall 1971 to 1990



High-School Graduates, with Projections: 50 States and D.C., Fall 1970 to 1990



High-School Equivalency Credentials, with Projections: 50 States and D.C., 1972 to 1990



Enrollment Projections Suggest Teacher Shortage in Late 1980's

By Alex Heard

Total enrollment in public and private elementary and secondary schools will rise in the latter part of this decade, possibly resulting in a severe teacher shortage by the late 1980's unless enrollment in teacher-training programs rises, government statisticians suggest.

According to projections contained in a new report from the National Center for Education Statistics (N.C.E.S.), a gradual increase in elementary- and secondary-school enrollments beginning in 1985 will continue into the 1990's, resulting in an enrollment boom that by the turn of the century may surpass the peak levels of the early 1970's.

Enrollment in elementary and secondary schools decreased steadily from a peak of 51.3 million in 1971 to 46.1 million in 1980, the report states. But enrollment will increase again to 46.7 million by 1990, according to N.C.E.S.

The report also cites the longer-range projection of one N.C.E.S. official that enrollments may reach 52.1 million by the year 2000, surpassing the 1970 peak of 51.3 million.

(Last week, the Census Bureau released a report predicting that the number of children aged 5 to 13 will increase from 30.7 million in 1981 to 34.4 million in 1995. The report also predicts that the number of children of secondary-school age will increase from 14.9 million in 1981, following a steady decrease throughout the 1980's, to 15.4 million in the year 2000.)

Information used in the N.C.E.S. report also came from the Bureau of the Census. A full discussion of the report's methodology is available in a separate volume.

The N.C.E.S. projection reflects the growth in the 5-to-17-year-old population that is expected to begin in 1984, following the upswing in the annual birthrate that demographers have noted in the last few years.

Increase in Teachers

The number of classroom teachers increased from 2.29 million in 1970 to 2.49 million in 1977, despite the large enrollment decline that occurred during the same period. Initial enrollment declines often merely relieved overcrowding in schools, the report explains, and at the same time additional teachers were hired to comply with special-education laws enacted in the mid-1970's.

But continuing financial difficulties and enrollment declines eventually reduced the total number of full-time teachers from a high of 2.49 million in 1977 to 2.44 million in 1980, according to N.C.E.S.

That number will reach its lowest point of about 2.38 million in 1984, the report states, but when enrollments begin climbing again in the late 1980's the number of classroom teachers needed will again increase, reaching a projected new record total of 2.64 million in 1990.

The enrollment growth may combine with a falling number of education-school graduates to produce a severe teacher shortage, the report states.

From 1970 to 1980, when there was generally a large oversupply of teachers, the annual supply of new education-school graduates dropped from 284,000 to 159,000.

The report predicts that the teacher supply-and-demand situation will be similar to that experienced between 1965 and 1969, when the demand for new teachers averaged 224,000 per year, while the supply of new teaching graduates averaged 230,000 per year.

In 1980, students majoring in education constituted 17 percent of all those receiving bachelor's degrees. If the proportion of prospective teachers in graduating classes does not increase from that level, according to the report, then the supply of new teachers will average only about 160,000 per year, making new shortages likely.

The report, *Projections of Education Statistics to 1990-1991*, also predicts:

- Increases in the average salaries of teachers. In "real dollars," the report states, teachers' salaries decreased by more than 14 percent during the 1970's, from $20,168 in 1970-1971 to $17,264 in 1980-1981.

As the demand for teachers increases in the 1980's, salaries will rise. By 1990-91, teacher salaries are expected to average about $20,000 in 1980-1981 dollars.

- An increase in total expenditures (in 1980-81 dollars) for all public and private elementary and secondary schools from $117.9 billion in 1980-81 to $138.8 billion in 1990-91. Total expenditures for public elementary and secondary schools (in 1980-81 dollars), should reach $116.4 billion in 1990-1991, up from $96.8 billion in 1980-81, the report says.
- A slight increase in private schools' share of total enrollment, which should increase from the 1980 level of 5.1 million to 5.4 million in 1990. At this level, the report states, private schools will have 11.6 percent of the total enrollment, compared to 11.1 percent in 1980 and 10.5 percent in 1970.
- An increase in public elementary and secondary enrollment from 41 million in 1980 to 41.3 million in 1990. This figure was 45.9 million in 1970, the report states.
- A decrease in the total number of high-school graduates, from 3.1 million in 1979-1980 to 2.4 million in 1990-91, as a result of the 20-percent decrease in the number of 18-year-olds over the decade. All of the decrease in graduation rates will occur in the public schools, according to the report. The number of private-high-school graduates is projected to remain stable at 300,000 per year during this period.

The report notes that the decline in the number of students graduating from high school "has been more than offset" by increasing numbers of students attaining high-school-equivalency credentials. The number of students receiving such credentials increased by 90 percent in the 1970's and should increase by another 23.6 percent, to 560,000 a year, by 1990.

Copies of the report are available for $6 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Order #065-000-00144-6.

Pupil Awarded Damages After 'Klan' Incident

A jury in Vancouver, Wash., has awarded $1,000 to a black student, Anthony Jones, in a suit charging that school officials tolerated racial discrimination by, among other things, allowing white students to wear Ku Klux Klan costumes to a Halloween assembly in 1980-81.

"During the whole school year black students in the school were subjected to racial slurs practically on a daily basis," said Kenneth D. Orcutt, Mr. Jones's attorney.

The jury ruled that the school district could not be held responsible for a fight between Mr. Jones and a white student, saying that Mr. Jones consented to the fight.

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GIFTS

If Congress passes the so-called "Apple bill," computer companies may find it profitable to donate hardware to the nation's schools. But software problems, publishers said at a meeting last week, will continue to limit the potential of the equipment to enhance learning.

See Pages 4 and 10.

LOANS

With a $1-million loan from the Ford Foundation, the Council of Great City Schools is, in turn, lending its member districts up to $150,000 each to study ways of reducing costs and improving management. So far, six districts have qualified for loans.

See Page 4.

GESTURES

"Cued speech" is a controversial method of teaching people with severe hearing problems to master the language and communicate better. Advocates claim remarkable results.

See Page 5.

EDUCATION WEEK

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New State Cuts, Local Tax Limits Strain Districts

Midyear Shortfalls Leave Almost No 'Wiggle Room'; Boards Deplete Their Rainy-Day Cash Reserves

By Peggy Caldwell

Alex Heard and correspondents Glen Macnow and Cynthia Smith contributed to this report.

Nearly midway through the academic year, more than one-third of the states have cut their appropriations for elementary and secondary education—by as much as 10 percent in some extreme cases—prompting threats of more layoffs and temporary shutdowns.

In many states, as one leader of a state teachers' union put it, "There's not an awful lot of wiggle room." Statutory or political constraints prevent school districts from increasing local taxes to pick up the slack, and state emergency funds have run dry.

The financial pressures are forcing school districts to dip into their cash reserves, ordinarily set aside for emergencies, to pay for day-to-day operations. Public-finance experts ordinarily frown on the expenditure of nonrecurring revenue for recurring costs, but district officials say they have no choice: The "rainy day" has arrived.

Florida last week became the latest state to cut its aid to school districts when the Governor's cabinet decided to meet a projected $400-million revenue shortfall by paring 2.5 percent off the budget of each state agency. School districts will lose $55.9 million in state aid—on top of a 2-percent cut imposed just a few months ago, according to Roger D. Stephon, executive director of the Florida Teaching Profession, the state affiliate of the National Education Association.

'Programs and Personnel'

"It's going to have an impact on both programs and personnel," Mr. Stephon said. "Some districts are already freezing positions and curtailing substitutes. In one district, they're using parent volunteers [as substitute teachers], and in another they're talking about bringing administrators into the classrooms.

"It cuts at the very foundation of what we've all been trying to do in the past few years, which is to bring Florida into the top quartile in student test scores and teachers' salaries."

Like officials in other states, Mr. Stephon pointed out that the latest rounds of cuts are "going to be especially tough on the districts because they only have seven months to absorb them."

In Nebraska, Idaho, and Arkansas, as in Florida, the authority of school districts to raise revenue locally is strictly curtailed.

"There are no options available to local governments in terms of making up lost revenues except for cash reserves," said Dale E. Siefkes, assistant director of the Nebraska Association of School Boards. "The levies were set in August. There's no way boards can go back now and adjust those."

In a special session this month, the Nebraska legislature cut 2 percent from the budgets of virtually all state agencies and state aid to local governments, including school boards.

"On top of that," Mr. Siefkes noted, "we're working with a 7-percent [limit on annual budget growth]. There's just no open door for districts to get it all back. It strangles those districts that are close."

Similarly, about 10 percent of the school districts in Arkansas have cash balances so small that they have little hope of making up for a $10.8-million cut in state general aid, according to officials of the state education department and the state's largest teachers' organization.

"We have some [districts] that are running extremely close," said Charles L. Brown, general finance coordinator for the

Continued on Page 14

Holiday Schedule

Education Week *will not publish on December 1. The regular publication schedule will resume with Issue Number 13, dated December 8.*

Justice Dept. Asks Court To Permit Reduced Busing

Cites Educational, Social Disruption in Nashville

By Eileen White

WASHINGTON—In its first appeal to the U. S. Supreme Court to halt busing for school desegregation, the Reagan Administration has asked the Court to permit the Nashville, Tenn., school district to eliminate busing for young pupils on the grounds that it has caused educational and social disruption.

In a friend-of-the-court brief filed on Nov. 12, the Justice Department said that the 11-year-old desegregation plan in Nashville placed "a disparate burden on young black children by requiring them to leave their neighborhoods in the early primary grades while white children remained in their neighborhoods during those years." The brief also opposed the use of racial quotas in determining the enrollments of middle schools and high schools.

The move—the first since Assistant Attorney General William Bradford Reynolds earlier this fall invited school boards that oppose busing to enlist the Administration's help in dismantling busing plans—was made in support of the Nashville school

Continued on Page 14

DENNIS BRACK

Most States Raise Admission Requirements

Schools Responding to Higher College Standards

By Sheppard Ranbom

"When colleges announce their admissions standards," says Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, "they announce the missions of the schools."

Twenty-seven states have already announced, or are in the process of formulating, new and higher standards for admission to their public colleges and universities, according to a report released last week by the National Association of Secondary School Principals (N.A.S.S.P.). And the changes in the admission requirements of public-college systems, which altogether enroll more than two-thirds of all college students, are having widespread effects, many educators agree, on curricula, guidance counseling, and students in high schools across the country.

In fact, Mr. Boyer contends, actions that limit access to colleges and universities to students who meet tougher academic requirements are having a more dramatic impact on schools than growing legislative and public pressure to make schools require more of their students.

"In our study, we found that the single most important activity that could cause overnight change in the high-school curriculum would be if colleges announce their [admissions] standards," he says. The Carnegie Foundation is in the midst of a two-year study of American high schools.

Such pressure from above has combined with "a general concern for excellence that permeates the whole curriculum" to prompt changes in high-school graduation requirements and to force students to take high school more seriously, according to Irene G. Bandy, assistant superintendent of public instruction in Ohio.

Ms. Bandy blames much of the long-term decline in the achievement of high-school students on the "open-door" college admissions policies that "told the students they could do anything in high school and still go to college."

"Before, when little was being asked of students, they did the bare minimum," she says. "Students opted out. But with the new requirements, they are opting back in and becoming more responsible about their education. Attitudes are beginning to turn around."

Continued on Page 12

IN SUMMARY

Hard Questions on Software
Publishers admit to uncertainty about the kinds of computer software they should be developing for use in schools and say they are unlikely to invest much until they get some direction. **Story on Page 4.**

Money To Save Money
The Council of Great City Schools, using $1 million borrowed from the Ford Foundation, is making low-interest loans to its member districts to study ways to reduce expenses. **Story on Page 4.**

A Settlement in Kentucky
A federal suit charging the Jefferson County school district with discriminating against black students in disciplinary matters has been settled out of court. **Story on Page 4.**

Textbooks in Texas
Under proposed state legislation, those who want to defend textbooks in the selection process would be given time to speak in hearings, a role only those who criticize the books now have. **Story on Page 6.**

Setting Priorities
The nation's state school chiefs have called for a rearrangement of curriculum priorities, dividing subjects, for the first time, on the basis of their relative importance to students. **Story on Page 9.**

Complimentary Computers
Thousands of schools could enter the computer age instantly if Congress passes a bill giving tax breaks to companies that donate computers to schools—but not everyone approves. **Story on Page 10.**

Back in Session
As it has for most of the 97th Congress's term, the budget promises to dominate the post-election session that begins next week, and education bills are not likely to be enacted. **Story on Page 10.**

Seeking Strategies for Excellence
Teachers must judge themselves on the "value" they add to their students, witnesses told the National Commission on Excellence in Education in its final public session. **Story on Page 10.**

Setback for the Selective Service
The government's draft-registration program is in jeopardy because a federal judge has ruled that it is illegal and has dismissed, for the first time, a case against a nonregistrant. **Story on Page 11.**

The Perils of Relaxing the Rules
Deregulation of the law governing education of the handicapped would probably lead to cutbacks in efforts at the state and local levels, according to a federally sponsored study. **Story on Page 11.**

Appointments 17
Associations Column 9
Colleges Column 8
Commentary .... 15 and 20
Teachers Column 6
Deadlines 17
Events 17
Marketplace 19
Schools: What Works 16
Washington News 10

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Churches Leading As Major Providers Of Child Care in U.S.

As the source of direct and indirect support for more than 14,000 programs, churches represent the largest providers of day-care services nationwide, according to a survey conducted by the National Council of Churches.

In the largest sampling of its kind, the council used a grant from the Carnegie Corporation to fund a survey of nearly 88,000 churches, according to June R. Rogers, assistant director of the council's child-advocacy project.

Of the 25,000 churches that responded, she said, more than 14,000 were affiliated with day-care programs that serve a total of nearly 500,000 children. The survey did not include programs affiliated with Roman Catholic churches or the Southern Baptist Convention.

Ms. Rogers said the council conducted a second, follow-up survey of 3,333 program directors and found that 51 percent of the programs affiliated with churches receive "massive subsidies" from the church. About 41 percent of the program directors "named the church as a source of child-care funding, particularly scholarships," according to Ms. Rogers.

The survey also found that 18 percent of the programs served only families with incomes under $10,000, Ms. Rogers said.

Prior to the survey, church officials were unaware of the extent of the church's involvement in day-care programs, Ms. Rogers said. "We really feel very strongly that the churches have a role in insuring quality child care," she said. "The important task was to raise consciousness of the church itself regarding child care."

The survey, she said, will be used as the basis for developing a policy on day-care programs.

Ford Foundation Awards $3.1 Million For Child Health

With the goal of preventing some of the physical and mental problems that afflict many poor children, the Ford Foundation has awarded $3.1 million to programs in the U. S. and abroad.

The grants, announced late last month, are the first to be awarded in the foundation's "Fair Start" program. Foundation officials expect to award about $6 million by the end of the two-year program.

A basic objective of the program, according to foundation president Franklin A. Thomas, is "to provide parents with knowledge of good nutritional and health habits so they will be better able to take care of themselves, and so their children will not begin life with significant deficits."

"Poor health and chronic hunger and malnutrition not only reduce the survival chances of the very young, but also diminish their later capacity to learn, work, cope with stress, and function in society," Mr. Thomas said in his statement.

The emphasis on prevention, Mr. Thomas noted, is highly appropriate in this era of "huge medical costs and cutbacks in federal programs."

The recipients of the grants include a migrant-health project in Florida, a child-welfare project in New York City, and a program for mothers and children in Appalachia. The recipients also include projects in four other nations.

Survey Finds Fewer Blacks Were Elected To Education Posts

The number of elected black officials in American education dropped from 1,267 in 1981 to 1,256 in 1982, according to the Joint Center for Political Studies.

The decline was the first recorded since the nonprofit research organization initiated its annual count of elected officials in 1970. In that year, there were only 362 elected black education leaders in the country.

Among the 1,256 black officials identified in 1982, 1,203 were on local school boards, eight fewer than the year before. Ten worked in state education agencies (seven from the Virgin Islands), down from 14 in 1981; 39 were on college and university boards, up from 32 last year; and 14 were in unspecified education positions, four more than in 1981.

The black education officials are among 5,160 black elected leaders nationwide. They make up 1 percent of all elected officials in the country.

STATES

N.J. To Require Schools To File Reports on Violence

New Jersey Gov. Thomas H. Kean has signed a law that requires public-school employees who witness violence to file written reports with their school principals.

The legislation calls for each of the reports to be included in an annual statewide study on violence in the public schools. The study will be published by the state's commissioner of education.

"The problem of violence and vandalism in the schools has to be addressed and there has to be accountability," said John F. Holtz, a spokesman for Raymond J. Lesniak, the Democratic assemblyman who sponsored the bill.

The law also prohibits school boards from discriminating against, or firing, employees who file the violence reports.

"Too often, reported incidents of violence are covered up and buried by principals and superintendents who do not want their schools to get a bad reputation," Mr. Holtz said. "We've also found teachers who have been made to feel like tattletales—by their peers and by administrators—for reporting things."

Indiana Panel Seeks Ways To Improve State's Teachers

A governor's task force in Indiana has made legislative recommendations intended to bring more academically able teachers into the public-school classrooms, and thus improve education in the state.

"There may be problems with Indiana's educational system as evidenced by the high unemployment rates for Indiana youth and by the relatively low percentage of Indiana public-school graduates who enter or graduate from college," the committee concluded.

The task force recommended that the state should:

- Offer loans for exceptional candidates who are willing to teach subjects where shortages of teachers have been identified, and respond to these shortages by providing grants for the retraining of current teachers;
- Establish a training program for teachers and students in the use of computers and programming concepts; and
- Expand programs for the gifted and talented.

Gov. Robert D. Orr has said he is not sure if the state's 1983 legislature would provide the funding needed to implement the proposals.

N.J. Modifies Law: Reduces Monitoring, Asks for Objectives

Commissioner of Education Saul Cooperman has announced changes in New Jersey's controversial, seven-year-old "thorough and efficient" education law.

Under the new system, the state education department will spend less time monitoring school systems and focus instead on ensuring that they set clear learning objectives, Mr. Cooperman said.

The commissioner will appoint a committee to define the objectives of the state's schools. By next September, each school system will have submitted a detailed set of goals to one of New Jersey's 21 county superintendents, who will be trained to help the school systems plan.

Each school system will also be required to make its plan public at a school-board meeting.

The county superintendents will evaluate, in writing, the perform-

State Chiefs Endorse New Curriculum Priorities

'Common-Learning' Section Urged for All Students; Stress on Liberal Arts, Math, Science, Social Studies

By Cynthia Smith
Special to Education Week

POINT CLEAR, ALA.—The Council of Chief State School Officers (C.C.S.S.O.), meeting here last week, called for a rearrangement of curriculum priorities, dividing subjects into the categories of "common learning" and "special learning."

The move marks the first time that the nation's state superintendents and commissioners of education have distinguished between academic subjects based on their relative importance to students, according to Hilda L. Smith, director of the council's project on humanities in the schools.

"We have a policy statement that the chiefs adopt as an organization and which they as members are supposed to encourage the implementation of in their states," explained Ms. Smith, who worked with the council's committee on instruction. "More than anything, it's an agreement on set policies.

"Policy statements before, in terms of curriculum, had a number of items that were included. As new fields such as energy education and environmental education were introduced, ... no distinctions were made as to how much time should be spent on each subject. We're trying to put some structure on it."

The state chiefs will work with their state boards of education and local school districts to encourage "a more focused curriculum," Ms. Smith said.

The common-learning section, which the chiefs said should take top priority for all students, includes basic skills in reading, writing, and mathematics, along with social studies, humanities, science, and economics. The section was originally called "core common learning," but the name was changed after some superintendents objected that endorsement of a "core curriculum" might be perceived as "dictating state and local policy by a national organization," Ms. Smith said.

Social studies, a term new to the council's curriculum definitions, would include subjects such as American history and government, multicultural education, citizenship education, and "education for global interdependence."

The humanities would include such disciplines as English, literature, art, and music. The mathematics and science sections were added to the top-priority subjects for schools, with the council endorsing comprehensive programs for both at the high-school level.

"They indeed saw those as the more central subjects which need to be taught first, but not instead of the other subjects," Ms. Smith said.

The special-learning section, to be given second priority, includes vocational education, career education, computer literacy, health and physical education, environmental education, and energy education.

In other action, the council also approved a resolution calling on the Congress to approve a new version of the National Defense Education Act, which, beginning in the late 1950's, provided federal financial support for teacher education and curriculum improvement in science, mathematics, and foreign languages.

David Hornbeck, Maryland's chief state school officer and chairman of the council's committee on education, urged the school chiefs to approve the resolution so that "the staff can work to get this legislation implemented."

The chiefs, along with several other education organizations, are asking for money to provide incentives for people to become mathematics and science teachers, to pay for teacher-inservice programs, and to pay for equipment and youth activities.

Mr. Hornbeck said increased attention to those subjects will help both businesses and the military.

Earlier in the three-day conference, John Porter, president of Eastern Michigan University, proposed that the schools strengthen their ties with businesses by establishing a Career Examination Board similar to the College Board.

Mr. Porter said that such a board, composed of business and industry leaders, would offer a test to high-school graduates who do not plan to attend college. Students passing the test would be offered a three-year apprenticeship with one of the businesses needing their skills.

Mr. Porter said the program could reduce dropout rates by giving students who do not plan to go to college an incentive to com-

Continued on Page 14

Adult-Education Enrollment Up; Business Classes Dominate

Most people who took adult-education classes in 1981 did so for job-related reasons, and nearly half took their additional courses in the fields of business, health, or engineering, according to a new report from the National Center for Education Statistics (N.C.E.S.).

And, the study shows, more people took adult-education classes in 1981 than in 1978, when the last such survey was done.

Part of the reason is demographic, said Thomas Latkowski, an N.C.E.S. statistician, but the rate of adults taking such classes has also increased.

Although there is no reliable information to explain the increase, Mr. Latkowski said, some educators believe that the condition of the economy has spurred people into pursuing additional education and training.

Included among the individuals 17 years of age or older who participated in some type of adult-education activity were 1.2 million full-time adult students in elementary and high schools, colleges, or vocational schools who took adult courses in addition to their regular school work.

However, the majority of the adult-education participants (20 million) were either part-time students in schools or colleges, or other adults who took at least one course, but were not otherwise enrolled in regular educational programs.

Estimates in the report are based on supplementary questions in the May 1981 Current Population Survey and were tabulated for N.C.E.S. by the Census Bureau.

Of 37 million courses taken, the study states, 60 percent were taken to advance in a job or to get a job.

Twenty-one million American adults—13 percent of all adults—took part in at least one adult-education activity during the survey period.

The number of people taking adult-education courses increased by 17 percent, from 18 million to 21 million, between 1978 and 1981.

Rates of participation in adult education rose with levels of education, according to the study. Participants were more likely than the total population to have attended college.

Participants in adult education also tend to be young. Nearly 54 percent of the adult-education participants in 1981 were under 35 years old, while this age group made up only 43 percent of the adult population.

Women accounted for 56 percent of all participants in adult education. In 1981, nearly 12 million women and nine million men took one or more adult-education courses.

Eighty-eight percent of the participants were white, compared with 82 percent in the total population. Blacks constituted 6 percent of all participants; Hispanics, 3.6 percent; and members of other minority groups, 2.4 percent.

The survey, *Participation in Adult Education, 1981*, is available at no charge from N.C.E.S., 400 Maryland Ave., S. W., Washington, D. C. 20202.

—A.H.

Type of Courses Taken by Participants in Adult Education, May 1981

	Total Courses		Courses Taken by Men		Courses Taken by Women		Courses Taken by Women as Percent of Total
Type of Course	Number (in thousands)	Percent	Number (in thousands)	Percent	Number (in thousands)	Percent	
Total Courses	37,381	100.0	16,182	100.0	21,199	100.0	56.7
Agriculture	449	1.2	326	2.0	123	0.6	27.4
Arts	2,373	6.3	576	3.6	1,797	8.5	75.7
Business	8,564	22.9	4,171	25.8	4,393	20.7	51.3
Education	2,926	7.8	897	5.5	2,028	9.6	69.3
Engineering	3,654	9.8	2,970	18.4	683	3.2	18.7
Health Care	3,993	10.7	1,236	7.6	2,757	13.0	69.0
Health Education	1,150	3.1	361	2.2	789	3.7	68.6
Home Economics	1,246	3.3	84	0.5	1,162	5.5	93.3
Personal Services	713	1.9	296	1.8	417	2.0	58.5
Language and Literature	2,184	5.8	813	5.0	1,371	6.5	62.8
Life Sciences	1,205	3.2	594	3.7	611	2.9	50.7
Philosophy-Religion	2,606	7.0	1,033	6.4	1,573	7.4	60.4
Physical Education	2,377	6.4	621	3.8	1,756	8.3	73.9
Social Sciences	1,929	5.2	1,072	6.6	856	4.0	44.4
Interdisciplinary Studies	337	0.9	132	0.8	205	1.0	60.8
Other	1,678	4.5	998	6.2	680	3.2	40.5

NOTE: Details may not add to totals because of rounding.
SOURCE: National Center for Education Statistics

ASSOCIATIONS

Several higher-education groups are talking with the **National Science Teachers Association** and others about forming a new Coalition on Precollege Education in the Sciences, to be headquartered in the Washington offices of the American Association for the Advancement of Science.

The group plans to lobby government and educators to improve science education at all levels. According to a spokesman for the American Association of State Colleges and Universities, which is participating in the project, the various interested parties disagree for the moment on whether renewed federal programs in science education—which have been sharply curtailed in the last two years—should reside in the Education Department or in the National Science Foundation, where they are now situated.

□

Maryland affiliates of the **American Federation of Teachers** and the **National Education Association** met at the same time in Baltimore last month. But when the A.F.T. group happened to gather in a nonunionized hotel, the local N.E.A. affiliate picketed the hotel. One placard read: "The A.F.T. looks for the non-union label."

"It [the Belvedere Hotel] was not on the hotelworkers' anti-union list," said an A.F.T. spokesman. "We were trying to stay away from the Hyatt, where the N.E.A. had put its people up, and which is on the list."

Why did the N.E.A. picket? "We were just trying to do our part to support employees in other unions," said a spokesman for the N.E.A affiliate. "Apparently, our support for organized labor is stronger than theirs."

□

When Wesley Apker, a Colorado administrator, suggested in the September issue of the **American Association of School Administrators'** magazine that superintendents must abandon "management by consensus" and learn such political skills as controlling board agendas and mobilizing citizens' groups on behalf of "preferred options," the executive director of the **National School Boards Association** reacted.

Mr. Apker's advice on how superintendents should deal with their school boards, Thomas A. Shannon wrote in a letter to the A.A.S.A. journal, "is a prescription for disaster" in school board-superintendent relations. Moreover, he chided, the writer's prescription could "undo a half-decade's cooperative work" by the national school-boards' and administrators' organizations on the roles and relationships of school chiefs and their boards.

And, Mr. Shannon suggested, such an adversarial concept might harm several joint publishing and other ventures now scheduled between the two major groups.

The back page of the issue carrying Mr. Apker's essay, for example, carries an advertisement for an A.A.S.A. "School Board Services" membership, which offers school-board members publications, participation in special conferences, and group A.A.S.A. insurance rates, among other benefits.

□

With the aid of President Reagan, who designated October as National PTA Membership Month, and the promise of public-service radio, TV, and magazine advertisements across the country, the **National PTA** has begun a long-term effort to attract the support of citizens at large—who may or may not be parents—as "sustaining members" of "the country's largest child-advocacy association." "Alabama," a country-music group whose members are parents of schoolchildren, is helping to promote the drive.

—[illegible] & T.T.

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ADAPTING to the changing problems and opportunities posed by computers in education is a continuous process, say officials of a school system that has regularly "scrapped" plans and revised goals as it developed an extensive computer-science curriculum.

See Page 7.

REPORTING to the Congress on the state of bilingual education in the U. S., the Secretary of Education says two-thirds of the students who need special help are not receiving it and there is a severe shortage of bilingual teachers, but he supports the budget cuts proposed by the Administration.

See Page 10.

DEFINING its mission and formulating a research agenda that would satisfy its many critics have been continuing challenges for the National Institute of Education. How the developing agency contended with competing pressures is examined in the second of three articles.

See Page 12.

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Civil-Rights Panel Attacks Reagan's Policy on Busing

Sees Cuts in Spending As Barriers to Equality

By Tom Mirga

WASHINGTON—The U. S. Commission on Civil Rights has accused the Reagan Administration of retreating from the goal of school desegregation in both its attempts to dismantle existing student-transportation plans and its attempts to eliminate programs for the disadvantaged "by the 'backdoor' approach of fiscal strangulation."

The independent fact-finding group's accusations were contained in two reports released at a press conference here last week.

"In the past few months, the Administration has shifted federal policy on civil-rights enforcement of school desegregation and has proposed to reduce substantially federal aid to education," said the commission's chairman, Clarence M. Pendleton Jr., in releasing the reports. "School desegregation and federally funded education programs are directly linked. The statements we are releasing reflect the commission's concern that these changes signal a retreat from the nation's long-held goal of equality of educational opportunity."

DOUG GORALSKI

Clarence M. Pendleton Jr. Disagrees with his colleagues.

Mr. Pendleton, however, quickly noted his personal disagreement with the findings of his colleagues on the commission. He said he did not think that "reductions in federal outlays for education necessarily signal retreat" or that shifts in federal school-desegregation strategies "will lead us back to a separate-but-equal society" as alleged in the reports.

In its report on busing, the commission noted that the Administration "has continuously stated that it supports school desegregation, but it does not support one of the proven means of achieving school desegregation—transportation of students."

Continued on Page 11

Scholars Question Assumptions About Training for 'High Tech'

By Sheppard Ranbom

WASHINGTON—Although schools and businesses are gearing up to train workers for highly specialized jobs in high-technology industries, the major demand for workers in the next decade will not be for computer scientists and engineers but for janitors, nurses' aides, sales clerks, cashiers, nurses, fast-food preparers, secretaries, truck drivers, and kitchen helpers, according to Henry M. Levin, a professor of economics and education at Stanford University.

Mr. Levin was among a group of economists, legislators, government officials, business executives, and scholars who participated last week in panel discussions examining strategies to improve the nation's "human capital" and to train adaptable workers for a rapidly changing economy. The panel meetings were part of a "Public Policy Week" sponsored by the American Enterprise Institute (A.E.I.), a Washington-based research organization.

See related stories on page 6.

The Stanford scholar argued that those who will work in high-technology industries may not need to be as skilled as many educators and businessmen are predicting.

"Because the technology is sophisticated, we tend to think we need workers who are highly sophisticated as well," Mr. Levin said.

But that commonly held assumption was not validated by his research on workers in California's "Silicon Valley," he noted. Employees there, he said, are discovering that their skills are not being utilized. As a result, many are becoming disappointed and frustrated, and corporations are reporting a high rate of job turnover, frequent absences, drug abuse, and theft of corporate property by workers, according to Mr. Levin.

Mr. Levin and other conference panelists disagreed over whether legislated social changes and government job-training programs would do more to help young people

Continued on Page 15

Cincinnati Remains An A.F.T. District; Others Face Ballots

By Susan Walton and Thomas Toch

Defeating the challenging union by a two-to-one margin, the Cincinnati Federation of Teachers (C.F.T.) last week retained its right to represent the district's 3,100 teachers in collective-bargaining negotiations.

With 2,630 of the teachers voting, the American Federation of Teachers (A.F.T.) affiliate won 1,821 votes, compared with 809 votes gathered by the Cincinnati Teachers' Association (C.T.A.), an affiliate of the National Education Association (N.E.A.).

First Since 1977

The representation election, which was the first to be held in the district since 1977, was one of several scheduled this month by teachers' unions around the country.

The N.E.A. is also challenging the A.F.T. in Dade County, Fla., the nation's fourth-largest school system, which includes Miami. The vote was scheduled for last week.

Other A.F.T.-N.E.A. confrontations are planned in Albuquerque, N. M., and Corpus Christi, Texas. Union officials in Illinois also say they expect some representation elections next spring.

Such challenges occur regularly, officials of the N.E.A. and the A.F.T. say, usually for

Continued on Page 14

Unemployment's Youngest Victims

In Detroit, a Guidance Counselor Teaches Students 'It's Not the End of the World'

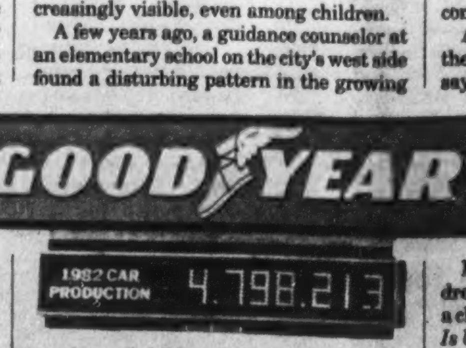
By Tom Mirga

DETROIT—For decades, the Goodyear Tire Company's automobile production "tote board," which sits atop a building in a gritty industrial corridor where Interstates 94 and 75 cross, has been one of this city's most famous landmarks.

The board, like a thermometer jammed permanently in a patient's mouth, constantly gauges the health of the nation's auto industry. Not long ago, passersby would stare in fascination as numbers clicked up on its face every second. Today, minutes pass before the numbers on the board edge upward. Some days the numbers don't move at all.

Lagging automobile sales and layoffs among automobile workers have been a way of life here since the Arab oil embargo of 1973. And as the recession has deepened and the unemployment rate in Michigan has climbed beyond 17 percent, the strains of that economic distress have become increasingly visible, even among children.

A few years ago, a guidance counselor at an elementary school on the city's west side found a disturbing pattern in the growing numbers of children being referred to her for counseling.



"Children who always received good grades were falling behind," recalls Artie M. Morris-Vann of Carver Elementary School. "Some couldn't keep from daydreaming in class and others were simply coming into school in tears."

After speaking to the children about their problems in school, she realized, she says, that they had only the vaguest notion of the meaning of "big words" like "unemployment," "layoff," and "budget." And they were unable to make connections between those words and the family tensions they themselves were being buffeted by.

Ms. Morris-Vann's talks with the children of Carver provided the groundwork for a children's book she wrote entitled *My Dad Is Unemployed . . . but it's not the end of the world*. The book, which is published by the Aid-U Publishing Company and now in its second printing, is intended to help young

Continued on Page 15

IN SUMMARY

School-Finance Reform in Arkansas
A special commission has proposed more than two dozen measures, including $110 million in extra state funds, to minimize inequalities between rich and poor districts. **Story on Page 4.**

Win Some, Lose Some
By narrowly defeating a property-tax bill, the Illinois legislature saved local schools from a $600-million revenue loss, but an emergency budget bill could cost schools $42 million. **Story on Page 4.**

Check Out the Gift Horse
A former school superintendent advises principals to resist the temptation to accept everything businesses may offer in an emerging era of company and school partnerships. **Story on Page 6.**

Keep Up With the Times
Vocational educators are told that they should no longer train students for careers in only one occupation because new technology is changing the nature of work. **Story on Page 6.**

The Constant Need To 'Debug'
Computers not only permit flexibility and change, they require it, according to school officials in Scarsdale, N. Y., who were among the early users of computers in the classroom. **Story on Page 7.**

Far-Reaching Proposals in North Carolina
A special committee is recommending that the legislature make substantial and controversial changes in the structure and governance of the state's public- education system. **Story on Page 8.**

Tougher Standards in California
The state board has drafted a "model" academic curriculum for public high schools as part of an effort to upgrade education, but schools will not be required to adopt it. **Story on Page 8.**

A Spate of Studies
James S. Coleman's study has contributed to increased activity in private-school research, observers say, including two new major studies on minority students in nonpublic schools. **Story on Page 9.**

Civil Rights and Education
Eight civil-rights organizations attack the Education Department's new operating plan for its civil-rights office as a "dishonest document . . . devoid of specific information." **Story on Page 10.**

Commentary....................18 and 24
Colleges Column....................16
Databank....................16
Honors....................20
Events....................20
Letters....................19
Marketplace....................22
Washington News....................10

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Inspector General Seeks Recovery Of $160 Million

The Education Department's inspector general has questioned or recommended for recovery more than $160 million in federal funds that allegedly were misspent by states, school districts, and other recipients of the department's funds.

In its semi-annual report to the Congress, the auditing office also said it had recovered $5.6 million in misspent federal funds that had been identified in previous audits.

The document, which covers the period from last April through September, includes a recommendation that the state of California repay the department $24.8 million in migrant-education funds that were allegedly spent inappropriately.

It also reports that audits of the use of federal funds in Wheeler County, Ga., resulted in a federal grand-jury indictment of five defendants—including a school superintendent and principal—on vote buying, election fraud, and misapplication of federal funds.

Voc.-Ed. Teacher From Wisconsin Wins A.V.A. Award

Richard A. Campbell, a marketing instructor at Gateway Technical Institute in Elkhorn, Wis., has been named the National Vocational Teacher of the Year by the American Vocational Association.

His selection, which was announced last week during the A.V.A.'s annual convention in St. Louis, was made from among five regional semi-finalists.

Mr. Campbell has been with the institute since 1976. He teaches classroom courses, as well as teaching three marketing courses over the radio for about 100 students.

Between 1970 and 1973, he worked at the Atlanta Area Technical School in Georgia. He began his career as a salesman.

The other regional winners were: Region I, Peter D. Wolcott, Glastonbury High School, Conn.; Region II, Ferrell McDade Bridwell Jr., Greer High School, South Carolina; Region IV, D. Dwight Snider, Tri-County Area Vocational-Technical School, Bartlesville, Okla.; Region V, Byron Memmott, Lehi High School, Utah.

Study Says Youths Escape Top Crimes In Adult Courts

Most juveniles tried in adult courts have generally not been charged with major offenses, and they are rarely imprisoned if found guilty, according to a recent study commissioned by the Justice Department.

More than 40 percent of the juveniles investigated in the study had been charged with property crimes, and another 23 on charges of public disorder or other minor offenses.

In contrast, only 23 percent of the youthful offenders were charged with violent crimes, according to the study conducted by the Ohio-based Academy for Contemporary Problems for the Justice Department's office of juvenile justice and delinquency prevention.

The study, entitled *Youth in Adult Courts: Between Two Worlds*, examined more than 3,400 criminal cases involving juveniles from all 50 states and the District of Columbia.

The average offender investigated in the study was white, male, and 17 years old. Just about 50 percent of the juveniles found guilty received either fines or probation as their sentence rather than a term in jail or a corrections facility for teenagers.

STATES

Indiana Governor Proposes Aid Delays To Offset Deficit

Indiana Gov. Robert D. Orr last week proposed spending changes and tax increases in order to offset a projected budget deficit of $450 million for the 1983 fiscal year, which ends on June 30.

Governor Orr's major proposal for education, as outlined last Monday to a joint special session of the legislature, involves delaying state-aid payments to school districts. Indiana districts, called school corporations, receive about 60 percent of their operating income from the state, on average.

"We now distribute on a monthly basis at the beginning of each month," explained Paul W. Krohne, associate state superintendent for intergovernmental relations. "We send about $84 million per month to the 304 school corporations. This would be a gradual delay the Governor is proposing, so the June distribution would be delayed until July."

In addition to effecting savings through such accounting methods, Governor Orr proposed raising the state sales tax from 4 percent to 5 percent and the state income tax from 1.9 percent to 3 percent. Combined, the Governor said, the measures would offset the deficit and permit the state to initiate some new programs.

Mr. Krohne said "no one is seriously considering" cutting enough from the budget to offset the projected deficit.

The legislature is expected to act upon the Governor's proposal within the next few weeks, so that the new tax collections can begin on Jan. 1.

Kansas Governor Sees Possible Cuts Pending Tax Shortfall

Education programs in Kansas will be cut $18.5 million by Jan. 1 and more if the state does not speed up its collection of taxes and fees, Gov. John Carlin announced last month.

Governor Carlin told state agencies to cut their discretionary budgets by 4 percent to close a projected $61 million deficit in the state's $3 billion budget. Additional cuts of 3.3 percent will be imposed if the state does not collect taxes faster, Mr. Carlin warned.

Among the education programs affected are general state aid, the school-food program, and special education.

Transportation and adult basic-education programs will be left alone.

The cuts represent 3.2 percent of the total state education budget of $588 million.

Although agencies can appeal the governor's cuts, a spokesman for the Department of Education said that because the cuts were evenly distributed there would be "very few if any appeals."

California Court Upholds Lawsuits Over 'Service Fees'

The California Supreme Court unanimously ruled last week that teachers' unions may sue nonunion teachers to force them to pay "service fees" in lieu of dues.

The justices interpreted the state's 1975 Educational Employment Relations Act to say that districts and unions were free to negotiate contracts to enforce the payment of fees by something less than the threat of dismissal.

The law permits unions and districts to bargain for "agency shops," in which teachers must either join the union and pay dues, or pay the union service fees as a substitute.

The law says persons not paying the agency fee can be dismissed. But requiring dismissal was considered "too drastic" a measure by the court.

The opinion says: "The employee who does not wish to join the union . . . should have the choice of paying the fee, facing civil suit, or terminating his or her employment."

The case began as a small-claims-court dispute between the San Lorenzo Education Association and a group of teachers who declined to pay the $185 in annual service fees required by a contract signed between the association and the local district in 1977.

Last December, the state court of appeals ruled that the act required dismissals, not lawsuits, as the remedy for failure to pay the fees.

The U. S. Supreme Court recently ruled in three separate cases that such fees are constitutionally acceptable.

COLLEGES

Colleges and universities, like the nation's schools, are coming under increasing pressure to establish ties with the business community to ensure that students receive an education that more nearly matches the present and future needs of the nation's work force.

William C. Norris, chairman and chief executive officer of Control Data Corporation, has called for partnerships between business and higher education to promote "more emphasis on technological literacy and on problem solving."

Graduates, especially those who will some day hold top-level corporate positions, must be more broadly educated so they are able to analyze complex economic and technological problems and make sound decisions, Mr. Norris says.

A call for improved manpower training is also sounded in a new report from a coalition of 22 higher-education groups. The report, "The National Investment in Higher Education, 1982," forecasts a growing role for campuses in supplying professional, managerial, and other technically skilled graduates that business is likely to need if the economy is to be put back on a path toward growth.

□

Four-year colleges and universities nationwide accepted over 75 percent of freshman applicants last year, and two-year institutions accepted 95 percent of applicants, according to a survey of 2,500 higher-education institutions conducted by the College Board. More than 60 percent of students who applied to private four-year colleges were accepted, the survey shows.

Data published in the College Board's 1982-83 edition of *The College Handbook* also indicate that more than half the freshmen were enrolled in two-year colleges; that minority students made up approximately 18 percent of the fall 1981 freshman classes; and that more than 90 percent of freshmen at public institutions were in-state students.

□

Responding to expected reductions in federal student-aid programs, state spending for scholarships and grants may increase by 9.9 percent (from $890.6 million last year to $978.5 million in 1982-83), according to a survey by the National Association of State Scholarship Programs.

The larger pool of funds is expected to be coupled with a 3.8 percent increase in the number of students receiving grants—from 1.21 million last year to 1.26 million this year.

The 11 states with the largest programs account for over three-quarters of the expected increase in state spending, according to a report on the survey.

□

The Education Department is making good its promise to force federal employees to pay off their delinquent student loans.

At a press conference in Washington last week, Secretary of Education Terrel H. Bell and Senator Charles H. Percy, Republican of Illinois, announced that beginning next February 15 percent of the employees' wages will be deducted from their paychecks unless they make arrangements to begin repaying their loans before then.

Letters have already been sent to the employees warning them that their wages will be garnisheed unless they make good their debts.

According to government records, more than 46,000 federal employees have defaulted on their loans. Federal coffers would be supplemented by an additional $68 million if the government recovers all the money owed to it by its employees.

□

A proposal that would have imposed a $120 tax on students attending Northwestern University in Evanston, Ill., was rejected by the Evanston city council.

The council's budget committee is now considering a $30 annual student tax.

□

As public and private sectors of higher education compete for a smaller pool of college-age students and for private philanthropic support, tension between the competing colleges is likely to increase, said the Rev. Timothy S. Healy, president of Georgetown University.

But Father Healy is calling for greater cooperation between both sectors.

"The general public and increasingly our legislative public sees the entire mix, from flagship to community college, from sprawling comprehensive university to small specialized college, as a system," he says. "The public knows, even if we don't, that all parts profit from all other parts and that all parts need one another."

□

Reversing a 20-year trend, U.S. medical schools this fall admitted fewer students than they had the previous year. Enrollments dropped from 16,644 in 1981 to 16,567, a decline of 0.5 percent.

According to the Association of American Medical Colleges, the number of students is down because 14 medical schools reduced the size of their entering classes by five or more students, generally blaming the loss of state or federal funds.

□

A group studying the impact of telecommunications on higher education held its first meeting last month and moved to endorse a resolution opposing a Federal Communications Commission plan to re-allocate to commercial use Instructional Television Fixed Service (I.T.F.S.) channels that are currently reserved for educational use.

The group also sent a letter to members of the U. S. Senate calling for passage of the Cable Copyright and Signal Carrying Act of 1982, which, the letter says, "[is] essential to the preservation of state, university, and local educational mandates of most of the nation's public television stations."

The group, comprising representatives of several higher-education organizations in Washington, will meet again in March to discuss the needs of campus presidents in dealing with telecommunications technologies along with the legal issues that the technologies raise.

—Sheppard Ranbom

DATABANK

Selected Statistics on Vocational Education: Enrollment Trends, Teacher Characteristics

Total enrollment in vocational-education programs—both secondary and postsecondary—has remained fairly stable for the past 12 years, according to the National Center for Education Statistics (N.C.E.S.). But such fields as agriculture and homemaking have declined in popularity, while enrollments in courses leading to office and technical occupations have increased somewhat. The following charts show enrollment trends and a state-by-state ethnic profile of vocational-education instructors. The data were gathered from state education agencies and compiled by N.C.E.S.

Changes in Total Enrollments in Vocational-Education Programs

	Number in thousands				Percent change	
	All levels					
Program Area	1978-79	1979-80	1980-81	Secondary-school only 1980-1981	1978-79 to 1979-80	1979-80 to 1980-81
All programs	16,827	16,453	16,293	10,066	-2.2	-1.0
Agriculture	959	879	843	667	-8.4	-4.1
Distribution	914	961	924	379	+5.2	-3.8
Health	789	834	929	192	+5.8	+11.4
Consumer and Homemaking	3,594	3,386	3,173	2,545	-5.8	-6.3
Occupational Home Economics	577	552	572	377	-4.4	+3.7
Office Occupations	3,422	3,400	3,517	2,084	-0.6	+3.7
Technical	469	499	513	42	+6.4	+2.8
Trade and Industrial	3,386	3,216	3,161	1,347	-5.0	-1.7
Industrial Arts	1,608	1,537	1,487	1,482	-4.5	-3.2
Other programs not elsewhere classified	1,108	1,190	1,129	950	+7.4	-5.1

Source: U.S. Department of Education, National Center for Education Statistics, Vocational Education Data System, preliminary data, December 1, 1982.

Vocational-Education Instructors by Race/Ethnicity, State: 1979-80

State	Total Instructional Staff	Total Classified By Race	Am. Indian/ Alaskan Native	Asian or Pacific Isl.	Black, Not Hispanic	Hispanic	White, Not Hispanic
Alabama	3,729	3,729	0	0	763	4	2,962
Alaska	175	175	3	0	8	4	160
Arizona	6,977	6,977	181	5	81	396	6,314
Arkansas	1,802	1,802	5	1	202	1	1,591
California	20,850	20,850	87	523	1,023	1,071	18,146
Colorado	2,832	2,832	9	21	41	99	2,662
Connecticut	4,657	0	*	*	*	*	*
Delaware	949	949	3	4	177	5	760
D.C.	490	490	0	0	468	1	21
Florida	11,298	11,298	32	9	1,614	185	9,458
Georgia	5,294	5,294	7	3	1,062	12	4,210
Hawaii	889	889	1	682	3	6	197
Idaho	886	886	2	5	0	4	875
Illinois	12,665	12,665	2	53	1,225	58	11,327
Indiana	5,318	2,056	2	0	129	2	1,923
Iowa	2,288	2,288	12	5	13	9	2,249
Kansas	2,012	2,012	1	3	10	7	1,991
Kentucky	5,264	5,264	2	2	187	3	5,070
Louisiana	3,530	3,530	1	4	954	8	2,563
Maine	2,125	363	1	0	0	0	362
Maryland	6,643	6,203	33	43	1,129	17	4,981
Massachusetts	7,061	6,331	1	6	113	31	6,180
Michigan	6,502	5,529	28	19	372	14	5,096
Minnesota	4,564	4,564	13	17	31	7	4,496
Mississippi	2,581	2,581	0	0	681	0	1,900
Missouri	5,545	0	*	*	*	*	*
Montana	686	0	*	*	*	*	*
Nebraska	1,728	1,728	10	0	6	0	1,712
Nevada	887	887	5	2	38	13	829
New Hampshire	1,092	1,092	*	4	3	*	1,085
New Jersey	7,002	7,002	2	12	623	26	6,339
New Mexico	880	880	3	3	2	209	663
New York	27,598	0	*	*	*	*	*
North Carolina	8,051	8,051	43	12	1,244	5	6,747
North Dakota	913	913	7	0	0	1	905
Ohio	36,443	36,443	13	56	4,310	152	31,910
Oklahoma	4,143	2,041	48	4	66	3	1,920
Oregon	2,849	2,771	6	26	21	21	2,697
Pennsylvania	9,433	9,433	4	18	464	12	8,935
Rhode Island	1,101	1,101	0	0	7	6	1,088
South Carolina	4,741	2,599	1	0	736	1	1,861
South Dakota	600	600	0	0	0	1	599
Tennessee	4,519	4,519	4	8	523	2	3,982
Texas	14,356	14,356	19	17	1,044	989	12,287
Utah	1,464	1,464	13	5	2	7	1,437
Vermont	649	430	2	*	*	1	427
Virginia	8,261	8,261	10	42	896	33	7,280
Washington	8,595	8,596	39	117	77	37	8,325
West Virginia	2,443	2,443	13	15	56	4	2,355
Wisconsin	6,298	6,253	11	13	95	10	6,124
Wyoming	633	633	0	0	0	1	632
Total	**282,292**	**232,062**	**679**	**1,763**	**20,499**	**3,478**	**205,633**

* Not reported
Source: National Center for Education Statistics

R4800-2 A

HIGHER STANDARDS

A commission in Florida calls for sweeping changes to improve the quality of the state's schools. And the Ohio board of education has adopted a new set of minimum standards that include competency testing and a "cohesive curriculum."

See Page 4.

BETTER SERVICES

More handicapped children are being better served in the nation's schools than ever before, Secretary of Education Terrel H. Bell reports, but because of a severe shortage of funds and qualified special-education teachers, "certain gaps still exist."

See Page 9.

MORE INVOLVEMENT

A Congressional study asserts that the federal government must lead if the educational potential of the new information technology is to be realized.

See Page 10.

EDUCATION WEEK

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DOUG GORALSKI

Pupils in the 'Writing to Read' program at a school in Washington, D. C.

Justice Outlines Voluntary Plan To End Busing in Baton Rouge

By Tom Mirga

Correspondent Greg Garland in Baton Rouge contributed to this report.

Washington—The Justice Department has told a federal judge in Louisiana that a two-year-old mandatory-busing plan has resulted in significant "white flight" from the East Baton Rouge Parish public schools and should be replaced with a system relying totally on voluntary student transfers.

The department's civil-rights division expressed that opinion on Dec. 11, in offering an alternative desegregation plan for the city's schools to U. S. District Judge John V. Parker.

Last August, the department asked the U. S. Court of Appeals for the Fifth Circuit to delay its review of Judge Parker's student-transportation order in the lawsuit, *Davis v. East Baton Rouge Parish School Board*, so its attorneys could develop the alternative plan.

That act marked the first time that the Reagan Administration asked a federal court to consider the dismantling of a busing order already in effect. Last month, the department, in a move that was sharply criticized by the U. S. Commission on Civil rights, asked the Supreme Court to consider similar action in a desegregation suit involving the Nashville, Tenn., public schools. *(See Education Week, Nov. 24, 1982.)*

The Administration's alternative proposal for the East Baton Rouge schools was drafted by Christine H. Rossell, a school-desegregation consultant and professor of political science at Boston University.

Ms. Rossell's plan calls for the closing of two elementary schools in predominantly black neighborhoods and the creation of 14 magnet-school programs—seven at elementary schools, three at middle schools, and four at high schools—in order to promote integration in the school district.

Continued on Page 15

Children's Interest in Machines Used To Teach Reading by Teaching Writing

By Charlie Euchner

Washington—Once each hour at Congress Heights Elementary School, kindergartners and 1st graders gather and neatly put away their supplies in the "Writing to Read Center." Without instructions, with few words among themselves, the students line up at the door to return to their regular classrooms.

They file out in two lines—one for boys, the other for girls—and soon the room is filled again with a new group of equally well-mannered students who go to their five work stations and get to work without any directions from the teacher or aides.

It is a scene that would not have surprised Frank N. Freeman or Benjamin DeKalbe Wood, who 50 years ago wrote the book that would inspire a retired teacher named John Henry Martin to start the writing experiment that involved these Washington public-school students.

Freeman and Wood, who studied the effects of typewriters on the classroom performance of about 15,000 elementary-school students from 1929 to 1931, found that the children were fascinated with the machines and had much better work habits when they used them.

The Depression-era researchers quoted a 1st-grade teacher: "I notice an awakening sense of responsibility; the children remember to put away typewriters and leave offices in order; they are pleasant and polite in choosing helpers . . ."

Not incidentally, the researchers also found improvements in academic performance. They were less certain of the type-

Continued on Page 15

The Reagan Administration and N.I.E.: Uncertain Future and New Priorities

By Eileen White

LAST IN A SERIES

NIE: A Failed Mission?

President Reagan's choice of Terrel H. Bell to become Secretary of Education early last year was viewed by longtime observers of the National Institute of Education (N.I.E.) as a sign that the problem-plagued agency's fortunes were finally on the upswing.

The institute—whose advances in educational research had been eclipsed by eight years of political and budgetary problems—would be a priority of the new Secretary, its staff and supporters assumed. Mr. Bell not only had served on the N.I.E.'s policy-making council for several years—and, thus, was familiar with the institute's work—but was a popular figure on Capitol Hill, where he was soon to testify about the institute's "excellence in program quality, and its exciting plans for the future."

Moreover, the Secretary favored fundamental research and was thus expected to eliminate the "silly and frivolous" work, in the words of a former N.I.E. employee, that during the Carter Administration had earned the N.I.E. the enmity of conservatives.

The initial optimism, however, has been soured by other Presidential actions: the removal from office of the entire 15-member National Council on Educational Research, the N.I.E. policy-making body whose members are supposed to serve staggered, three-year terms; and the appointment as officials of the agency of people who had worked in the 1980 Presidential campaign, contrary to the practice of previous Administrations.

Those appointments turned, in the words of one observer, into a "classic series of blunders," as the institute's new director

Continued on Page 12

Holiday Schedule

Education Week *will not publish on December 29 or January 5. The regular publication schedule will resume with Issue Number 16, dated January 12.*

IN SUMMARY

Minimum Standards in Ohio
The state board of education has adopted new standards that emphasize "outcomes" for students rather than rigid specifications for course content and school facilities. **Story on Page 4.**

More Rigorous Requirements in Florida
A governor's commission, in a sharply-worded critique of academic programs in the state's schools, urges development of more stringent statewide graduation requirements. **Story on Page 4.**

A Major Reorganization in New Jersey
In response to a highly critical assessment last spring, the state's education department will be redirected to put more emphasis on curriculum development and strategic planning. **Story on Page 4**

Separation of Church and State
The continuing argument flared up in a number of states recently in disputes over voluntary prayer, periods of silence, regulation of nonpublic schools, and creationism. **Story on Page 5.**

Setback for a Controversial Concept
Just as community education was beginning to be accepted by educators in the schools, its advocates say, the withdrawal of federal support has curtailed its growth. **Story on Page 6.**

West Virginia: A New Partnership . . .
West Virginia has formed the first statewide "education foundation" to attract private support to public schools during a period of declining enrollments and financial retrenchment. **Story on Page 6.**

. . . and Equal Education
Responding to a judicial decision calling for massive upgrading of the state's schools, a committee has filed recommendations with the board of education that have already stirred controversy. **Story on Page 8.**

Filling a Research Void
A new study of "time on task" in vocational education indicates that, as in academic classes, students do not take full advantage of their opportunities to learn or practice skills. **Story on Page 8.**

A Progrss Report on P. L. 94-142
Programs to identify and serve the handicapped have improved, the Secretary of Education has reported to the Congress, but progress is hampered by shortages of funds and teachers. **Story on Page 9.**

Associations Column....................13
Commentary....................16
Computers Column....................11
Events....................18
Federal File....................9
Health Column....................8
In Quotes....................17
Letters....................17
Marketplace....................19
New in Print....................17
Special-Education Column....................14
Washington News....................9

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

High Court Refuses To Relieve Indiana Of Integration Costs

The U. S. Supreme Court last week refused to free Indiana from the responsibility of paying for the desegregation of Indianapolis's public schools, an obligation that cost the state almost $8 million during the 1981-82 school year.

The Court, without comment, let stand U. S. District Judge S. Hugh Dillin's 1981 ruling that the state must pay the full cost of busing thousands of inner-city Indianapolis students to suburban schools for desegregation purposes. Last March, the U. S. Court of Appeals for the Seventh Circuit upheld Judge Dillin's order in the case, *United States* v. *Board of School Commissioners of Indiana.*

The courts found the state liable for the segregation of public schools in Indianapolis and surrounding Marion County because the state adopted legislation that merged the city and county governments but failed to consolidate school districts in the area.

The state argued that the lower courts' decisions unlawfully overturned a state law requiring the state to split evenly with school districts the cost of desegregating school districts.

Congress' Authority To Veto Regulations Argued Before Court

The authority of the Congress to veto regulations promulgated by the executive branch was the subject of a lawsuit argued before the U. S. Supreme Court early this month.

The case involves a challenge to a veto of federal immigration regulations, but the decision could have implications for education-program regulations as well, if the Justices issue a broad ruling about the constitutionality of the so-called "legislative veto."

Most regulations governing federal education programs are subject to Congressional approval, and the Congress has exercised its veto power several times, most recently over the issue of whether the provisions of the General Education Provisions Act should be incorporated into the new federal education block-grants program.

In the case, *Immigration and Naturalization Service* v. *Chadha*, the U. S. Solicitor General, Rex E. Lee, argued that the legislative veto violates the constitutional separation of government powers.

Attorneys for the Congress countered that the practice was a tool for overseeing federal agencies.

The lawsuit comes at a time when several members of Congress have introduced regulatory-reform bills that would allow a veto of most federal rules.

STATES

Fla. Court Rejects Teachers' Complaint In Contract Dispute

A Florida appellate court has ruled that the state's school boards do not have to discuss class size or staffing levels at the collective-bargaining table.

The First District Court of Appeals upheld in a 3-0 decision a ruling by Florida's Public Employee Relations Commission.

The commission, in rejecting an unfair-labor-practices complaint by a Tampa-area teachers' union, ruled that student-teacher ratios and staffing levels are not mandatory subjects for collective bargaining because they are not concerned with "wages, hours, and terms and conditions of employment," the only bargaining-table topics allowed under state law.

For its part, the appeals court said "the setting of class size and minimum-staffing levels are policy decisions which are incorporated in the term 'standards of service to be offered to the public,' which are to be unilaterally set by the public employer."

Average Starting Salaries of Teachers Compared With Salaries in Private Industry

	1975-76	1977-78	1979-80	1981-82
Teachers	**$8,768**	**9,739**	**10,764**	**12,769**
Engineering	13,236	15,606	18,528	22,368
Accounting	11,712	13,056	14,784	16,980
Sales-Marketing	11,220	12,084	15,072	17,220
Business Administration	9,948	11,556	13,440	16,200
Liberal Arts	9,696	11,004	12,696	15,444
Chemistry	11,640	14,088	16,200	19,536
Mathematics-statistics	11,004	12,756	16,692	18,600
Economics-finance	10,404	11,424	13,740	16,884
Computer science	ND	13,188	16,500	20,364
Other fields	10,956	13,476	16,224	20,028

Source: National Education Association

A comparison of the starting salaries of teachers and those of other professions, argues the N.E.A., offers one explanation of why there are shortages in some fields.

N.Y. Regents Seek New Aid Plan, Again

For the eighth time in as many years, the New York Board of Regents has recommended that the state cease providing operating aid to its wealthiest school systems and give more money to its poorest ones. *(See Education Week, Dec. 7, 1981.)*

The state legislature, which must approve the plan, has rejected similar proposals every year since 1974.

Under the regents' proposed aid formula, the state in 1983-84 would add $358.9 million to this year's $4.56-billion school-aid budget.

However, 105 of the state's 707 school systems would lose all their state aid under the regents' proposal by eliminating the state's so-called "flat-grant" and "save-harmless" provisions.

Oklahoma Foresees Further Reductions In State Spending

Oklahoma budget analysts say a "cash-flow problem," which has already resulted in budget cuts of 5.5 percent and 13 percent in November and December, could force further cuts of up to 25 percent next spring and result in layoffs that have so far been avoided.

But since most education spending is determined at the local level, it is impossible to predict what effect the budget problems might have on the public schools, according to J. I. M. Caldwell, the director of state finance.

The slowdown in oil production, the national recession, and lower interest rates have resulted in lower revenues than expenses for the first time since the early 1970's, Mr. Caldwell explained.

Currently, the spending cuts are being enforced on a month-by-month basis. Common schools receive about $750 million in the fiscal-year 1983 state budget of $2.18-billion, Mr. Caldwell said.

With the exception of some state-mandated programs such as school lunches, the arts, and psychological services, Mr. Caldwell said, "there is a great deal of flexibility on the local level on how they juggle the money."

He said that some local governments, for example, might choose to raise property taxes to compensate for the lower level of state funding.

Calif. Businesses Offer Action Plan To Better Education

Worried that California students

WASHINGTON

FEDERAL NEWS

Special-Ed. Report Cites Shortage of Teachers

E.D. Says Funds Have Not Kept Pace With Enrollment Growth

By Susan G. Foster

WASHINGTON—More than four million elementary- and secondary-school students nationwide—nearly 9 percent of the total school population—are now being served by special-education programs despite inadequate resources and a shortage of trained personnel, according to the Education Department's report to the Congress on programs for the handicapped.

"For the most part, handicapped children are being served in regular education buildings with their nonhandicapped peers," according to the report, the "Fourth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act."

But to meet even present staffing needs, the report concludes, schools would have to increase the number of special-education teachers by more than 43,000, or 20 percent, and the number of support personnel by more than 47,500, or 28 percent. Most districts have had to resort to "extensive inservice training to bolster" the skills of existing professional and support staff, the report notes.

Though they were enacted in 1975, the law's provisions were not fully in place until the 1980-81 school year, because of the need for "an orderly, sequential implementation" of the various components, according to the report.

Programs Expanded

But in the law's wake, the report notes, programs have expanded at all levels.

"Never before has there been such national awareness of the needs of handicapped children or of the services available to meet these children's special needs," asserts the report, which is a synthesis of a number of federally funded studies.

"Legislation, regulations, policies, procedures, and practices adopted at federal, state, and local levels have significantly improved the educational opportunities available to handicapped children and their families," the report continues.

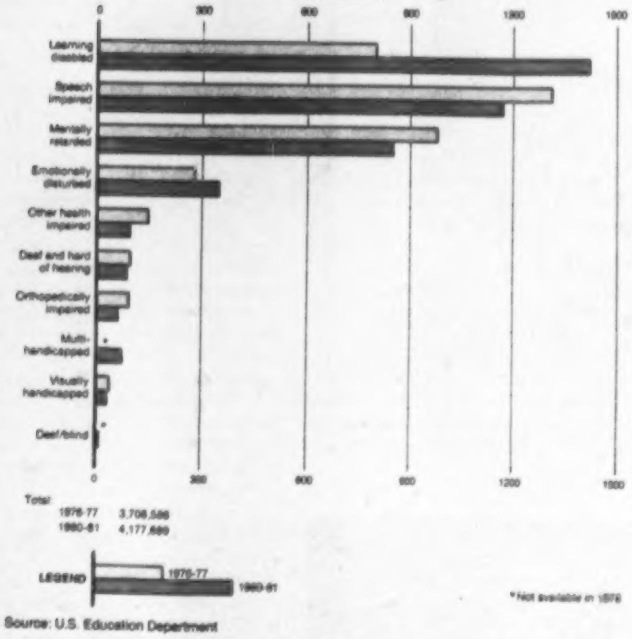
But because of the high cost of educating handicapped students, the report contends, "certain gaps still exist" in the services provided, especially to secondary-school students.

Citing the results of a survey of 15 school districts, the report states that the cost of a screening program,

Continued on Page 14

Handicapped Children Served, by Category

1976-77 and 1980-81

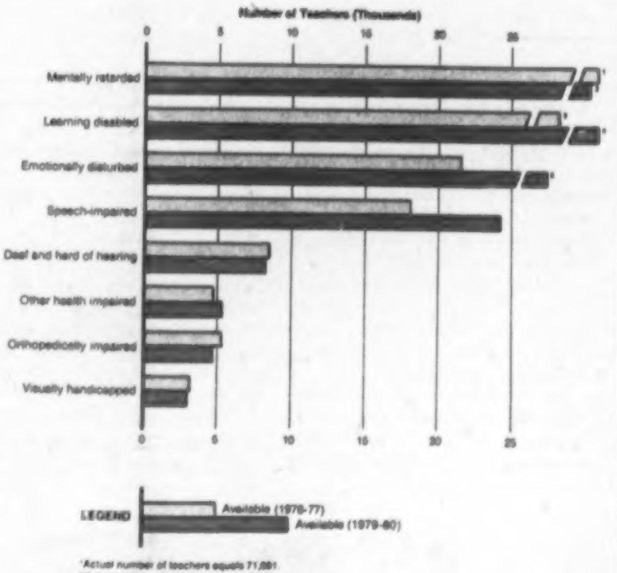


*Not available in 1976

Source: U.S. Education Department

Available Special-Education Teachers, by Field

1976-77 to 1979-80



[1] Actual number of teachers equals 71,681.
[2] Actual number of teachers equals 68,651.
[3] Actual number of teachers equals 44,080.
[4] Actual number of teachers equals 74,980.
[5] Actual number of teachers equals 26,706.

President Tangles With Congress Over Budget

Veto Could Temporarily Shut Down E.D., Other Federal Agencies

WASHINGTON—President Reagan threatened to bring the federal government to a standstill last week if the Congress failed to cut out a $5.5-billion jobs program from a key budget bill.

The measure, a "continuing resolution" that would provide temporary funding for the Education Department (E.D.) and most other federal agencies, was passed by the House shortly after midnight on Dec. 15 with an amendment creating the jobs program.

Late Wednesday night the Senate Appropriations Committee cut back the cost of the jobs program to $1.2 billion.

The full Senate was expected to consider the temporary funding bill on Thursday.

Congressional passage and Presidential approval of the funding bill, which would keep the government operating until March 15, was considered crucial because the Congress has completed action on only four of its 13 regular appropriations bills for the fiscal year 1983. Most federal agencies were due to run out of money on Dec. 17.

That was the expiration date of an earlier continuing resolution that was passed by the Congress before its mid-term election recess. It was also the date that the Congress has set to adjourn its "lame-duck" session..

Senator Howard H. Baker Jr., the majority leader, concerned about the possibility of a Presidential veto of the continuing resolution and the Congress's inability to pass its other appropriations bills, warned his colleagues to be "on notice" for yet another lame-duck session.

"We're all going to be in here singing 'Jingle Bells' on Dec. 24," said Representative Silvio O. Conte, Republican of Massachusetts, after the House Appropriations Committee cleared the temporary funding bill last Monday.

Later in the week, Representative Conte said that President Reagan told him he was irrevocably opposed to the bill in its current form and that he "didn't give a damn" if his veto of it forced the government to shut down.

The House version of the temporary spending bill would fund the E.D. at approximately $14.3 billion. That is the same amount that the House approved on Dec. 1 when it passed the regular appropriations bill for the the Departments of Labor, Health and Human Services, and Education.

The Senate Appropriations Committee added about $700 million to the Labor-H.H.S.-E.D. bill a week later and cleared it for action by the full Senate. As of late last week, however, no action had been taken.

Last Wednesday, both chambers approved, and cleared the way for President Reagan to sign, a spending bill that would provide $3.2 billion for child-nutrition programs, including $2.3 billion for school-lunch reimbursements. —T.M.

FEDERAL FILE

Mrs. Reagan's Crusade

Is drug abuse a problem in your school? The First Lady wants to hear about it.

Nancy Reagan, in an article appearing the January issue of *Ladies Home Journal*, appealed to parents, saying: "If there are drugs in your schools—and it's hard to find any schools that are completely drug-free—I hope you'll write to me at the White House." Mrs. Reagan promised to provide a list of drug-rehabilitation and parent-advocacy groups to her correspondents.

Since her husband took office, Mrs. Reagan has used her position to work against drug abuse among young people. In the magazine article, she criticized the media, especially the motion-picture industry, for "glamorizing" drugs.

Mrs. Reagan also said children have told her that their problems with drugs often began in school, where they had easy access to marijuana and alcohol. Afterwards, she said, they progressed to harder drugs and concoctions such as leaves soaked in pesticides, gasoline, and embalming fluid in order "to produce a greater high."

'New Federalism's' Demise

As White House officials are preparing a scaled-down version of the "new federalism" proposal unveiled by President Reagan early this year, one of the proposal's former supporters declared last week that the federalism plan "is dead."

The President's plan originally called for a sorting-out of responsibility for various programs among levels of government. The states would be responsible for the food-stamp and welfare programs, while the federal government would assume full responsibility for medical aid for the poor. In addition, more than 40 education, transportation, and social-service programs would be "turned back" to the states and be temporarily supported by a federally funded trust fund.

The Administration's new version would abandon the attempt to divide up responsibility for the three large programs. Because of concern among governors that states could not afford to assume full financial responsibility for food stamps and welfare, only the "program turnback" component of the plan may be proposed to the Congress, according to White House documents.

But Gov. Richard Snelling of Vermont, the past chairman of the National Governors' Association, said "new federalism hasn't been born yet. New federalism does not necessarily mean that the feds take total responsibility for income maintenance and the states take total responsibility for something else."

Federal Aid's Value

Thirty-three percent of those citizens surveyed in a poll by the Advisory Commission on Intergovernmental Relations say they believe they get "the most for [the] money from the federal government."

While 28 percent said local funds were the most valuable, 20 percent preferred state aid, according to the poll by the federal agency.

The federal government was ranked first in nine of the 11 years during which the commission has taken its poll. —T.M. & E.W.

Special Ed. Improving, but Gaps Persist, E.D. Says

Continued from Page 9

combined with the fact that relatively few secondary students would be likely to be identified, had affected the schools' decisions not to provide full services at the secondary level.

Justification Difficult

School administrators found it difficult to justify the expense, the report said, "even though some administrators believed that mildly impaired secondary students are not being effectively identified."

Nevertheless, programs for handicapped students in secondary schools served increasing numbers of students, according to the report, while at the elementary level there was very little expansion during the 1980-81 school year.

Although the rate of growth varied from state to state, according to the report, the number of children served in special-education programs nationwide has increased by about 4 percent in the past two years. Over the past five years, the report said, special-education programs have grown by nearly 13 percent nationally.

The report also noted that school districts "are increasingly developing their own programs to serve handicapped children they once placed in private schools." Such programs are generally less costly than private placements.

Most states require private-school students to transfer to public schools before receiving special-education services, the report notes. Such a policy, it says, "poses a problem that needs further attention."

The report, which was mandated by the Congress, confirms the "negative attitudes" of state and local education agencies toward the time and paperwork involved in preparing individual education programs (I.E.P.) for handicapped students.

However, the report notes that despite those feelings, 18 of 20 districts surveyed believed the process was "worthwhile." In fact, the report adds, most of the districts surveyed have instituted procedures that exceed federal requirements.

The I.E.P. assessment provision was one of six areas targeted for deregulation by the Reagan Administration. But the proposal drew such strong criticism from the Congress, parents, and advocacy groups that Secretary of Education Terrel H. Bell withdrew the department's proposed regulations in September.

Proposals To Be Announced

The department is scheduled to announce new proposals next year.

Other findings of the report:

- Since the 1979-80 school year, the numbers of children identified as emotionally disturbed, multihandicapped, and learning disabled have increased significantly. The report suggests this growth may reflect the way the law was phased in.
- The number of handicapped children being educated in regular classes increased by more than 200,000 students during the 1980-81 school year. The number of students in self-contained classrooms that same year increased by 5 percent and the number in separate schools increased by 42 percent.
- More than two million children were evaluated during the 1979-80 school year. Of those, about 750,000 were evaluated and placed for the first time; 200,000 were found not to need special services.
- More than 1,418 due-process hearings were conducted at the state level, and more than 1,166 took place at the local level during the 1979-80 school year. Disputes between parents and school officials most frequently concerned placement and the "least-restrictive environment" clause of the 1975 law.
- The typical cost of private placements ranged from $3,870 to $11,655 per year per student. But the states have reported costs ranging from a low of $2,070 to a high of $24,000 annually.

Children, Ages 3-21, in Special-Education Programs, 1980-1981

State	Speech Impaired	Learning Disabled	Mentally Retarded	Emotionally Disturbed	Other Health Impaired	Ortho-pedically Impaired	Multi Handi-capped	Deaf and Hard of Hearing	Visually Handi-capped	Deaf and Blind	Total
Alabama	15,079	18,373	34,840	3,981	738	424	1,264	1,080	481	63	76,296
Alaska	2,849	5,767	734	288	98	179	104	276	33	24	10,352
Arizona	11,247	24,423	6,562	4,959	646	1,115	874	958	370	8	51,202
Arkansas	12,117	16,303	17,449	535	333	496	765	768	312	18	49,096
California	95,656	159,871	38,947	25,932	24,197	7,772	0	6,513	3,332	383	362,503
Colorado	9,954	22,446	6,420	6,547	0	786	1,205	932	350	42	48,677
Connecticut	15,908	27,105	7,940	12,287	1,171	652	0	1,355	654	0	67,072
Delaware	2,085	6,460	2,405	2,687	72	286	19	240	130	32	14,416
District of Columbia	2,136	1,517	1,318	724	139	223	100	47	66	38	6,308
Florida	42,270	51,579	27,978	13,525	2,536	1,776	1,887	2,099	606	76	144,532
Georgia	27,541	31,823	30,021	16,395	1,490	684	1,193	2,034	809	31	111,981
Hawaii	1,369	7,527	1,807	402	4	248	244	324	70	23	12,018
Idaho	3,823	7,992	2,759	522	223	413	482	384	191	44	16,833
Illinois	73,197	84,698	46,058	29,657	2,002	3,606	1,981	4,106	1,573	124	246,954
Indiana	43,476	22,196	26,966	2,441	159	851	1,211	1,368	518	42	98,916
Iowa	15,753	25,771	12,643	4,025	5	772	658	1,052	282	53	61,015
Kansas	13,301	14,370	7,413	3,061	412	343	673	756	252	57	40,637
Kentucky	24,313	16,702	23,190	2,154	778	762	1,180	991	430	125	70,628
Louisiana	22,911	30,392	19,184	5,164	1,298	638	598	1,717	477	34	82,723
Maine	5,957	7,811	5,200	4,446	380	347	839	465	134	58	25,638
Maryland	28,443	50,041	11,060	3,445	1,495	1,003	2,544	1,804	692	34	98,682
Massachusetts	40,959	35,311	26,834	24,096	5,651	282	534	6,498	1,131	262	141,580
Michigan	48,937	48,925	29,882	19,618	7	4,362	54	3,132	1,071	0	156,988
Minnesota	21,135	36,415	14,098	4,492	1,414	1,231	9	1,494	436	21	80,744
Mississippi	14,847	11,223	18,583	389	3	372	163	643	251	31	46,495
Missouri	33,376	34,347	22,076	6,578	842	807	1,278	1,256	409	78	101,076
Montana	4,081	5,919	1,616	479	112	107	603	310	185	13	13,424
Nebraska	8,371	11,512	6,610	1,655	0	434	269	667	202	0	30,740
Nevada	3,022	6,011	1,217	449	257	190	353	193	84	10	11,786
New Hampshire	1,774	6,806	1,787	1,086	191	127	264	261	224	5	12,525
New Jersey	64,131	51,316	16,537	14,974	1,960	1,655	4,108	2,324	1,392	69	158,469
New Mexico	5,157	11,925	3,139	1,976	55	266	845	461	200	6	24,030
New York	41,894	44,550	41,675	45,797	38,395	7,027	3,134	5,267	2,209	45	230,093
North Carolina	26,347	40,830	38,986	4,550	986	1,127	2,126	2,265	768	43	119,018
North Dakota	3,146	3,624	1,809	252	27	134	146	187	75	24	9,426
Ohio	63,783	67,069	62,682	5,164	0	3,294	1,998	2,689	1,005	93	207,875
Oklahoma	18,379	27,253	13,372	689	368	396	840	865	352	30	62,347
Oregon	11,580	21,478	5,518	2,450	481	973	122	1,614	571	24	44,809
Pennsylvania	71,851	52,782	49,202	13,911	273	2,229	758	4,943	2,138	11	198,108
Puerto Rico	1,108	1,486	13,062	2,073	467	1,787	1,895	1,729	1,779	7	25,333
Rhode Island	3,388	10,230	1,874	1,168	178	200	127	280	82	19	17,577
South Carolina	19,174	17,587	24,941	5,256	72	880	428	1,103	827	25	69,873
South Dakota	4,983	2,512	1,290	330	25	165	333	458	49	13	10,138
Tennessee	32,339	30,856	21,845	2,814	1,400	1,100	1,725	2,255	724	11	95,168
Texas	67,696	130,676	28,591	13,461	3,427	3,120	22,011	4,770	1,628	539	275,921
Utah	7,389	12,879	3,194	9,698	177	243	1,279	732	302	25	35,808
Vermont	2,463	4,668	3,095	436	170	206	465	311	124	11	12,009
Virginia	32,109	33,391	18,425	6,079	463	789	3,132	1,629	1,860	65	97,972
Washington	14,958	27,404	10,789	5,201	1,400	858	1,410	1,110	398	61	63,509
West Virginia	10,823	10,995	11,508	1,004	852	358	334	447	253	1	36,573
Wisconsin	16,966	25,628	14,868	8,875	530	1,079	660	1,344	451	48	69,857
Wyoming	3,100	4,947	1,050	787	216	170	328	196	47	16	10,837
American Samoa	3	108	68	0	0	4	9	21	2	4	220
Guam	444	346	919	65	0	3	161	99	34	14	2,085
Northern Marianas	0	104	11	0	0	3	17	16	2	1	154
Trust Territories	222	1,116	23	35	79	35	110	211	59	28	1,917
Virgin Islands	273	224	782	78	0	41	80	58	15	27	1,556
Bur. of Indian Affairs	889	2,269	612	224	25	33	302	145	28	2	4,630
U.S. and Territories	1,170,484	1,468,014	844,180	348,954	98,663	59,683	70,460	81,360	30,006	2,913	4,177,889

Source: U.S. Education Department

SPECIAL EDUCATION

In response to a critical shortage of teachers of the deaf, the University of Rochester's School of Education and Human Development and the National Technical Institute for the Deaf are cooperating in a master's-degree program that prepares teachers to work with hearing-impaired students in secondary schools.

The number of hearing-impaired students being "mainstreamed" into regular high-school programs has grown significantly since the enactment of P. L. 94-142, the Education for All Handicapped Children Act of 1975. But few teachers have been prepared to meet the particular educational needs of hearing-impaired students.

The two-year Joint Educational Specialist Program for the Deaf, which was begun in 1980, specifically addresses that problem. This year, 16 students graduated from the program, which is supported in part by the U. S. Education Department's office of special education.

Officials of the program say the graduates are not only prepared to teach both hearing and hearing-impaired students, but they are also trained to serve in their districts as consultants on the problems of the deaf.

□

In the past year, state and local special-education officials have been keeping track of the latest developments in their field through a telecommunications system called "SpecialNet," established by the National Association of State Directors of Special Education.

Launched in 1981, the "electronic mail" and information-retrieval system has linked educators responsible for the education of handicapped students at all levels through microcomputers hooked up by phone to a master computer. The N.A.S.D.S.E. reports that the system currently has more than 600 "accounts" in 50 states.

□

A study of 52 North Carolina mothers of autistic children or children with communication disorders has found that, in a majority of cases, mothers and other family members are able to "adapt quite well" to the demands of caring for a handicapped child, according to a researcher at the University of North Carolina at Chapel Hill.

At least 80 percent of the mothers reported that their marriages were happy, and, despite their child's disorder, almost the same percentage were "not at risk of being depressed," according to Marie M. Bristol, the principal investigator for the project. She said that among the participants, the divorce rate was about 13 percent, which is the average rate for the Southeast region of the U. S.

Only about one-fourth of the mothers had experienced depression, the study found. Absence of depression, Ms. Bristol said, may be related to the early diagnosis and identification of the children's disorders. The mothers who felt guilty about having a handicapped child were those who had not received special services for their children or themselves, she added. "What they were responding to was the ambiguity," Ms. Bristol said. —S.G.F.

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GOING

After a decade of controversial involvement in Boston's school system, an activist judge, W. Arthur Garrity Jr., is withdrawing. And in San Francisco, the books have been closed on a 20-year-old desegregation suit.

See Page 6.

GOING

After leading one of the nation's largest school systems for five years, Superintendent J. Edward Andrews is resigning. For some of his observations and insights on running a school system in an era of "diffused governance"—

See Page 12.

GONE

The 97th Congress has departed, leaving behind such unresolved education-related issues as tuition tax credits, school prayer, and support for science education. For a review of its actions and a preview of what faces the 98th Congress—

See Page 10.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 16 · January 12, 1983 *© 1983 Editorial Projects in Education*

State Finance Prospects Mixed As School Enrollments Increase

By Eileen White

WASHINGTON—More than one-third of the states face unfavorable prospects for adequately maintaining support for elementary and secondary education in the 1980's, says a new federal study of the school-finance capabilities of the states and the District of Columbia.

Nineteen states, located mostly in the Southeast and in northern New England, have low taxing capacity and low per-pupil expenditures, the study says.

See related stories on pages 8, 9, and 11.

Nevertheless, those states are expected to experience large increases in school enrollments after 1985, and a growing number of children are likely to come from disadvantaged backgrounds, according to the Congressionally mandated document prepared by the Education Department.

The report, "The Prospects For Financing Elementary/Secondary Education in the States," is the first of four volumes to be compiled by the School Finance Project, a comprehensive study ordered by the Congress in 1978.

Future volumes, scheduled for completion later this year, include examinations of: private-school financing, the effects of federal programs and policies on the schools, and alternatives to current federal education policy.

The first volume draws on data from demographic projections compiled by Harvard and Syracuse Universities and by the Massachusetts Institute of Technology. The report analyzes enrollment projections as well as economic trends and recent developments in state and local finance systems.

Aside from the states facing the most serious fiscal problems, 17 other states are projected to maintain per-pupil expenditures within 10 percent of the national average, and 14 states and the District of Columbia enjoy "favorable prospects" for funding education, the study says.

Nationally, the school-age population is expected to increase by approximately 18 percent between 1985 and the year 2000, the study says. By contrast, the school-age population declined by 10 percent between 1970 and 1980, during which time the population as a whole increased by 11.4 percent.

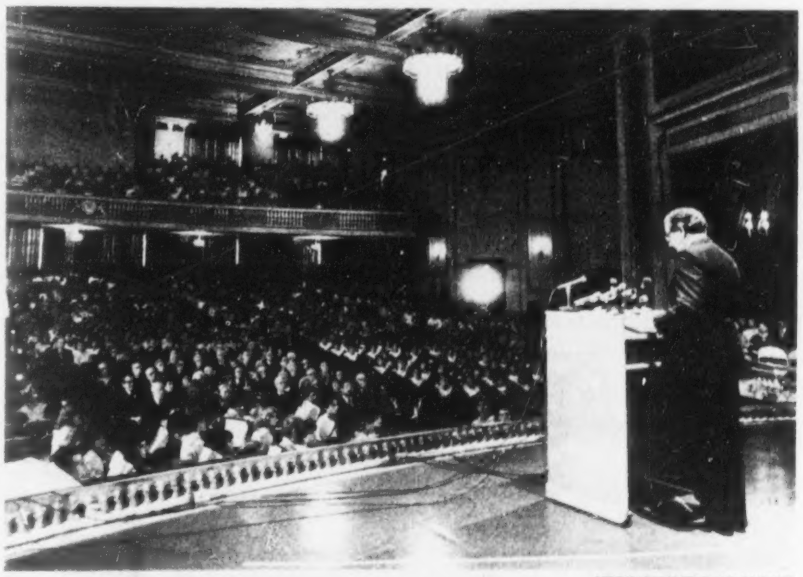
At the same time, a 19-percent increase in the number of Americans over the age of 65 during the years 1985 to 2000 is expected to have financial implications for the schools. The trend suggests "some further weakening in the size of the constituency for public-school funding during this period," the study says.

Other factors that may "reduce the public's willingness to support increased school expenditures" include "declining test scores, increased costs, controversies over social issues such as desegregation and school prayer, the activities of teacher organizations, feelings of loss of control over local schools, concerns about discipline and curriculum content, and a sense of a decline in standards," the report continues.

The demographic and social trends indicate that "not only do fewer people have a direct stake in the public schools, but there is a skepticism that higher expenditures will produce better results," it concludes.

The so-called "baby boomlet" will occur as states attempt to recover from recent fiscal trends that include: a decline in the rela-

Continued on Page 11



MINNEAPOLIS STAR AND TRIBUNE

Minnesota's new governor, Rudy Perpich, departed from tradition and from the Capitol to deliver his inaugural address—stressing education—in the auditorium of Hibbing High School, his alma mater. Story on page 9.

Teachers' Interest in Computers Is High, But Usage Is Low

Most Report They Lack Grasp of Technology

By Charlie Euchner

WASHINGTON—Although most teachers are interested in learning more about computers and in using them in their classrooms, only a few (6.2 percent) now do so, according to an unpublished survey conducted by the National Education Association.

The 54-question survey, sent to 1,200 N.E.A. members in a representative sampling last spring, also shows that teachers believe they receive little encouragement from school administrators or communities to use computers in the classroom. Computer-using teachers are also critical of the "software" that is available commercially, though 77 percent of those who work with computers use such computer programs.

Questions Asked

The report, "Computers in the Classroom," warns against using the findings to generalize beyond the N.E.A. membership. And for some of the questions asked, the study notes, the number of responses was too small to be statistically significant.

The survey and report were prepared by Carol Norman, a researcher with the N.E.A..

Of the 135 teachers (11 percent) who said they used computers, only 75 said they used them in the classroom. Of those, 34 said they used the computers daily, 28 said weekly, and 13 said monthly.

"The number of users is small when it is compared to the number of teachers who were familiar with another teacher who used a computer (608 or 50.9 percent) and who observed that teacher use a computer (190 or 31.2 percent)," the report states.

Both users and non-users agreed that by 1990 technological learning both inside and outside the classroom will be widespread and that teachers with computer skills will be in great demand.

However, 68 percent of the users and 45.6 percent of the non-users said it was "unlikely" that computers will replace some teachers. Fifty-six percent and 42.5 percent of the groups, respectively, also said that it was "unlikely" that computers would render many teaching skills obsolete.

Most teachers reported that they were

Continued on Page 17

Software Producers Seeking Ways To Curb Illegal Copying by School Systems, Others

By Charlie Euchner

Copyright infractions are becoming a major problem for manufacturers of computer programs.

Not only is illegal copying of their materials costing them as much as 30 percent of their profits, say industry officials, but the piracy is discouraging development of the more sophisticated programs that many educators contend are necessary to make computers more effective teaching devices.

Such copying—which is said to be widespread in schools—is extremely difficult to monitor and control, the officials point out. Information contained on the small plastic "disks," which provide instructions for microcomputers, can be readily copied onto blank disks and endlessly duplicated.

Producers say three groups are responsible for this straight disk-to-disk copying—individuals making copies for personal use, institutions such as schools making copies for large groups, and black-market enterprises making copies for resale at considerable discounts.

A more important area of concern to soft-

Continued on Page 17

IN SUMMARY

A 'Monumental' Change in Mississippi
In an effort to improve the quality of its education programs, the state has adopted a $106-million package of reforms that include higher teacher salaries and mandatory kindergarten. **Story on Page 4.**

A Victory for Private Schools in Michigan
A state court rules that the state violates First Amendment rights when it seeks to compel private schools to meet teacher-certification standards and adopt "comparable curricula." **Story on Page 4.**

A Settlement in San Francisco
A longstanding desegregation case has been resolved with a consent decree that does not include mandatory busing, but does require racial balance and academic improvement. **Story on Page 6.**

Judge Bows Out in Boston
A controversial federal jurist has ended his involvement in the city's school system and has asked the state board to monitor the district's compliance with his desegregation orders. **Story on Page 6.**

New Tests in New Jersey
In response to charges that its minimum-basic-skills test is "too easy," the state is adopting more rigorous tests and will require all students to pass them in order to graduate. **Story on Page 7.**

School-Finance Reform
A citizens' commission recommends a completely revamped program for state aid in Arkansas, and a lawsuit in Washington over the state's responsibility for funding enters its final stages. **Stories on Page 8.**

New Year, Old Problems
Faced with significant budget deficits, states are cutting more deeply into expenditures and looking for new ways to raise revenues; many education budgets may feel yet another pinch. **Story on Page 9.**

New Congress, Old Issues
Unresolved education issues from the 97th Congress confronted the 98th as it convened last week. Among them were tuition tax credits, school prayer, and support for science education. **Story on Page 10.**

New Rules in Sports
The National Collegiate Athletic Association votes this week on proposals that would tighten academic requirements for college-bound high-school athletes. **Story on Page 14.**

Commentary....................18 and 24
Databank....................15
Events....................20
Letters....................19
Marketplace....................22
Washington News....................10

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Federal Courts Send Mixed Signals on Sex-Bias Issue

A federal appeals court has ruled that federal regulations barring sex discrimination in education are invalid because they do not limit prohibitions against sex bias to the individual programs and activities where the bias is alleged to exist.

The U. S. Court of Appeals for the Sixth Circuit made the ruling on Dec. 16 in *Hillsdale College* v. *Department of Health, Education, and Welfare*, a lawsuit involving a small private institution located in southeastern Michigan.

Since its founding in 1844, the college has refused to accept federal or state aid directly, although many of its students receive federal loans and grants.

The court's opinion is considered significant because it runs counter to the opinion of the U. S. Court of Appeals for the Third Circuit reached last summer in a similar case, *Grove City College* v. *Bell*.

In that case, the Third Circuit Court ruled that the college, as a whole, was required to comply with Title IX of the Education Amendments of 1972 because some of its students received federal aid.

In the *Hillsdale* case, the Sixth Circuit Court ruled that the college was required to comply with Title IX only in the federal grant and loan programs.

In a related development, a federal appeals court has ruled that a section of a Stamford, Conn., teachers' contract that provided male coaches with higher salaries than female coaches violated federal civil-rights policy.

In reaching that decision, the U. S. Court of Appeals for the Second Circuit agreed with a lower federal court and ordered the Stamford Education Association, the bargaining agent that negotiated the pact in 1975, to pay the settlement to the five female coaches who filed the lawsuit.

Because the teachers' union actively sought the discriminatory pay provisions, the court said, it saw no problem in allowing it "to bear the full economic impact" of the settlement.

High Court Upholds District's Refusal To Bus Kindergartners

The U. S. Supreme Court has refused to order a southwestern Pennsylvania school system to reinstate bus service for kindergarten students after the service was eliminated in a budget-cutting move.

In *Shaffer* v. *Board of School Directors*, the Court refused to issue a stay of an appeals-court decision that said the Albert Gallatin Area School District did not violate the students' constitutional rights in discontinuing transportation for kindergarten students.

A petition for full Court review of the case is still pending before the Justices.

The suit was filed on behalf of low-income parents whose children left kindergarten after transportation was discontinued to save the district $65,000 annually.

The school district contended that Pennsylvania law gives discretion over kindergarten programs to local school boards.

Justice Joins Suit Challenging Layoffs By Race in Boston

The Justice Department has filed a friend-of-the-court brief supporting white city employees in Boston who claim, in an appeal pending before the U. S. Supreme Court, that they were victims of "reverse discrimination" when they were laid off during a reduction-in-force.

The employees, firefighters, and police officers contend in *Boston Firefighters Union* v. *Boston Chapter, N.A.A.C.P.* that Massachusetts law required that layoffs be based on seniority.

A federal district judge, however, ordered layoffs based on a previously mandated affirmative-action hiring plan that was designed to increase the proportion of black and Hispanic employees. The order was upheld by a federal appeals court last May.

The government's brief contended that the rulings by the lower courts "bring into being a new class of victims, completely innocent of any wrongdoing, by depriving them of their rights under a valid seniority system."

Last fall, the Court refused to hear a similar appeal from the Boston Teachers Union.

STATES

Citizen Groups Work To Reduce Salaries Of D.C. School Bd.

The salaries of school-board members in Washington, D. C., are among the highest in the nation, but a citizen petition drive may change that.

The D. C. Federation of Civic Associations, a citywide coalition of neighborhood groups, is working to collect more than 14,000 signatures in support of its efforts to have an initiative placed on the November ballot.

Under that initiative, city voters would be asked to approve a reduction in the board-members' salaries to an annual stipend of $7,000, according to Minnie S. Woodson, a former president of the board and the chairman of the federation's education committee.

Ms. Woodson said the proposed stipend would bring the school board's pay scale in line with that of other school boards in the surrounding areas.

Currently, 10 members of the school board receive more than $21,000 annually for their work in connection with the public schools, according to N. Carl Cannon, the executive secretary for the board. The board president is paid more than $24,000.

The petition, if certified by the city's board of elections, must also be approved by Congress.

Md. Court Cites Lack of Malice in 'Malpractice' Suit

The Maryland Court of Appeals ruled last month in favor of two school psychologists (and the school board that employed them) named in an "education malpractice" suit by the parents of a handicapped student who said their child was improperly placed in classes for the mentally retarded.

In a 4-to-3 decision, the court said the Montgomery County school district cannot be sued unless the action against the student was taken out of malice.

The court said that unless there is clearly malicious intent, school districts should be immune from "education malpractice" suits.

The student, known only as John Doe, was diagnosed in 1967 by the school district as "retarded or borderline intellectual level functioning."

A year later, a private physician diagnosed his condition as dyslexia, a neurological disorder, not related to intelligence, that impairs a person's ability to read but is not an indication of intelligence.

The student graduated in 1979, reading at a third-grade level.

In the dissenting opinion, the minority said the case involved medical—not educational—malpractice, "a cause of action that has long been cognizable in Maryland courts."

Darrell Longest, attorney for the "Doe" parents, said he will take the case to the U. S. Supreme Court.

U. of South Carolina Drops Undergraduate Education Programs

The board of trustees of the University of South Carolina, the 36,000-student flagship of the state's university system, has voted to eliminate the school's undergraduate education programs.

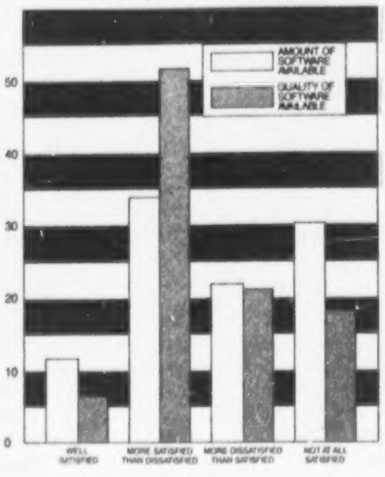
The decision to phase out the teacher-training programs, which have produced 19 percent of the new

DATABANK

Teachers and Computers: Results of N.E.A. Survey

The tables below are taken from a national survey of teachers' attitudes toward and knowledge of computers. It was conducted last spring by the National Education Association. The N.E.A.'s report, which will be published this winter, found that only 6.2 percent of the teachers surveyed use computers for instruction, although a majority expressed an interest in computers. The report concluded that teachers receive little encouragement to develop computer programs from administrators and local groups. Carol Norman, an N.E.A. researcher, conducted the survey and prepared the report. Story on page 1.

Teacher Satisfaction Ratings of Amount and Quality of Available Computer Software

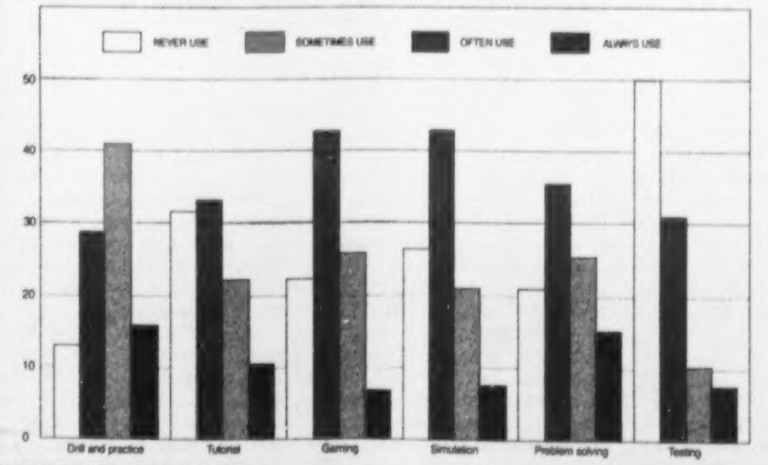


Selected Teacher Demographic Characteristics and Computer Use

Characteristic	Teacher Subgroups: Users Number	Users Percent	Non-Users Number	Non-Users Percent
Statistically Significant				
Region				
Northeast	17	22.7	176	15.6
Southeast	12	16.0	321	28.5
Middle	26	34.7	287	25.5
West	20	26.7	342	30.4
Community				
Urban	11	14.7	224	20.1
Suburban	31	41.3	302	27.2
Small town	21	28.0	407	36.6
Rural	12	16.0	179	16.1
School Level				
Elementary	34	45.3	563	50.1
Middle, Junior High	9	12.0	197	17.5
Senior High	24	32.0	275	24.5
Combination	8	10.1	88	7.8
Sex				
Female	46	61.3	824	73.1
Male	29	38.7	303	26.9
Statistically Insignificant				
Degree				
Bachelors Degree	34	46.0	598	53.6
Masters Degree	35	47.3	442	39.6
Educational Specialist	3	4.0	60	5.4
Doctorate	2	2.7	8	.7
No Degree	0	0.0	8	.7
Age				
Under 30	12	16.0	177	15.8
30-39	31	41.3	449	40.1
40-49	18	24.0	262	23.4
Over 49	14	18.7	231	20.6

NOTE: Due to rounding, column percentages for each chatacteristic may not total 100 percent.

Percentage of Teachers Who Use Computers, By Type and Frequency of Application



Source: National Education Association

Percentage of All Teachers Interested in Computer Subjects

Computer Subject	Number	Percent
Computer instructional applications	1201	59.1
How to operate a computer	1201	58.8
How to write computer programs	1201	56.6
How to select commercial courseware	1201	42.3
How to select computer hardware	1201	40.0
Programming languages	1201	39.0
Curriculum design for computerization	1201	35.6
K-12 computer science curriculum	1201	22.1
Educational policy for computers	1201	21.2
Computer user network	1201	19.2
How to teach computer science	1201	18.6
Computer history	1201	11.7
Courseware copyright protections	1201	9.9

NOTE: Total percents may be greater than 100 because respondents were allowed more than 1 response.

How Well Informed Teachers Are About Computers

Computer Topic	Total Number Responding	Self-Ratings by Teachers: Not Well Informed	Somewhat Informed	Fairly Well Informed	Very Well Informed
Computer program selection criteria	1192	78.4	13.8	5.1	2.7
How to write a program	1189	75.1	13.9	7.4	3.6
Commercial courseware	1190	70.0	21.8	5.8	2.3
Parts of a computer system	1190	67.6	21.5	7.7	3.2
Commercial software	1188	65.7	24.8	6.6	3.0
Operational characteristics of computers	1179	60.2	26.6	9.8	3.3
How to operate a computer	1189	58.0	28.0	10.1	3.8
Kinds of computers marketed	1194	54.9	31.1	10.1	3.2

NOTE: Total percents may be greater than 100 because respondents were allowed more than 1 response.

Users v. Nonusers: Interest in Various Computer Applications

Instructional Application Interest	Teacher Subgroups: Users Number	Users Percent	Non-Users Number	Non-Users Percent
Statistically Signficant				
Drill and Practice				
Little	4	5.3	292	26.3
Some	11	14.7	342	30.8
Considerable	19	25.3	275	24.7
Great	41	54.7	203	18.3
Computer Literacy				
Little	4	5.3	310	26.8
Some	14	21.2	311	28.9
Considerable	21	28.0	268	24.9
Great	36	48.0	187	17.4
Enrichment				
Little	3	4.0	185	16.8
Some	7	9.3	207	18.8
Considerable	14	18.7	338	20.6
Great	51	68.0	373	33.8
Remedial Drill				
Little	8	10.7	232	21.0
Some	11	14.7	299	27.1
Considerable	16	21.3	291	26.3
Great	40	53.3	283	25.6
Simulations				
Little	3	4.0	197	18.0
Some	7	9.3	236	21.5
Considerable	28	37.3	364	33.2
Great	37	49.3	298	27.2
Monitor Student Mastery				
Little	6	8.1	282	25.6
Some	17	23.0	284	25.8
Considerable	22	29.7	318	28.9
Great	29	39.2	216	19.6
Testing				
Little	8	10.8	256	23.3
Some	19	25.7	304	27.6
Considerable	16	21.6	311	28.3
Great	31	41.9	229	20.8
Standardize Presentation				
Little	8	11.1	326	29.7
Some	17	23.6	321	29.2
Considerable	29	40.3	282	25.7
Great	18	25.0	169	15.4
Visual-Technical Aid				
Little	12	16.7	322	29.4
Some	15	20.8	344	31.4
Considerable	24	33.3	253	23.1
Great	21	29.2	176	16.1
Reward				
Little	17	23.0	249	22.7
Some	17	23.0	297	27.0
Considerable	15	20.3	311	28.3
Great	25	33.8	241	22.0
Statistically Insignificant				
Maintain Records				
Little	9	12.5	250	22.9
Some	15	20.8	221	20.2
Considerable	17	23.6	271	24.8
Great	31	43.1	352	32.2

NOTE: Due to rounding, some percentages may not total 100 percent.

BEST AVAILABLE COPY

Software Producers Oppose Copying

Continued from Page 1

ware producers is that industrial competitors can copy the "logic" of a program—its precise arrangement of instructions to the computer—without liability if they change the way that logic is expressed. A program, for example, that takes a student through a drill-and-practice session on numbers, using pictures and numbers, could be modified to become a lesson in vocabulary, using different pictures and words.

"The logic of the program is not protected by the copyright law," says Thomas M. Gould, attorney for the National Audio-Visual Association (NAVA). "I can rewrite a program in my own words without violating the law. This is the biggest [concern for prospective manufacturers]."

Determination of whether the content or the form of the program is copied—and therefore whether copyright protections have been violated—can be made only on a case-by-case basis in the courts, say Mr. Gould and others. So far, there have not been enough court decisions to serve as a guide for computer users or manufacturers.

"It becomes very difficult to determine whether there is a significant difference in programs," adds Charles Eisenberg, vice-president for marketing of the Milliken Publishing Company. "There are supposedly 40 or 50 themes that are in works of literature, and if you use [one formula] it doesn't mean you're copying. Maybe way down the road there will be [a comparable number of approaches to programming]."

Edward H. Currie, president of Lifeboat Associates, a software firm, estimates that the industry loses about 30 percent of its proper revenues because of illegal copying.

Software producers say all of this makes them increasingly reluctant to invest heavily in research and development for new sophisticated software programs.

A survey by the Educational Products Information Exchange (EPIE) found that 95 percent of educational programs are drill-and-practice exercises—the easiest software to produce.

"A great number of traditional publishing companies have not made the commitment to get involved in new technology," says Mr. Eisenberg. "It takes a lot of money to develop good software. They're taking a wait-and-see attitude, letting the little guys get bloody. Legislation is desperately needed."

The question of what parts of computer programs can be legally imitated will not be resolved for a long time, industry experts agree. The simple reproduction of disks is a more clearcut legal issue, but difficult to enforce.

The Congress last amended the copyright law in 1980 to allow reproduction of programs only for archives or if copying is "an essential step in the utilization of the program in conjunction with the machine." But the widespread copying continues. Producers often have the most difficult time in dealing with schools, says Marcia Friedland, president of Krell Software Corporation, because "they say it's for the kids, and they're a nonprofit group."

"We have to make schools and individuals aware that the net result [of illegal copying] is high software costs and less development," Ms. Friedland adds. "They're going to pay one way or another."

Manufacturers have tried to prevent disk-to-disk copying by writing codes into the software programs, but they concede that users can easily break the codes and make copies anyway. About two-thirds of them no longer bother to build protection codes into their programs, according to one survey.

"It becomes a little bit of a game between the users and producers," says Mr. Eisenberg. "To my knowledge, no one has made a code that can't be cracked."

Adds Mr. Gould: "I know of some cases where copying is taught as part of a [classroom] computer lesson. The kids are told to go to work to unlock the program."

With codes failing to protect their products, manufacturers have been looking increasingly at the leasing rather than outright sale of programs. A leasing contract can include provisions for company officials to verify that the contract is being honored.

The advantage of licensing, says Mr. Gould, "is that you don't have to deal with the copyright law . . . which is pretty foggy. You can have it all spelled out in the contract." The approach is hard to develop, however, because of a resistence on the part of users to being "policed."

Other ideas for protecting producers from disk-to-disk copiers include:

- Offering rewards for information about illegal copying. The Krell Software Corporation offers $25 and anonymity to people who report evidence of illegal copying.
- Changing the chips. The only certain way to prevent copying is to alter the makeup of the hardware. One software manufacturer, the Scott Foresman Publishing Company, developed programs that could be copied only by changing codes in the hardware with which it was used. But the company abandoned the approach, which was designed for use with Texas Instruments machines, because it restricted the number of machines that could use its software.
- Making copying economically unnecessary. Many companies have offered significant discounts for programs bought in bulk quantities, so that the school system has no need for copying. Many extra copies cost as little as $10 apiece.
- Accepting copying losses and making the profit on other ventures. Carol Risher, a staff member of the American Association of Publishers, says that some producers have compensated for software losses by making money on supplementary materials such as guides, workbooks, and tests, which must be purchased with the software.
- Taxing the equipment used for copying, and distributing the money to producers of the reproduced material. Bills were introduced in both houses of Congress that would have authorized the Copyright Royalty Tribunal of the Library of Congress to tax equipment for taping motion-picture cassettes.

The agency would determine the amount of money that producers would receive by a "mini-Nielson" survey of copiers, says an official for the private consulting firm Wexler, Harrison and Schule in Washington.

Software producers could devise similar compensation policies, the official notes.

- Creating a national software library. P. Kenneth Komoski, the executive director of EPIE, suggests that all producers send their materials to a national "clearinghouse," where educators and others could purchase copies.

Mr. Komoski says such an organization would create more accountability between publisher and buyer.

S.F. Desegregation Suit Ended

Continued from Page 6

Presidio of San Francisco Army installation were illegally allowing more than 200 elementary-school students to ride military buses to private schools so their parents could avoid sending them to the city's schools. *(See Education Week, Nov. 3, 1982).*

Consent Decree

The consent decree says that continuation of such transportation "undermines the ability" of the school district to desegregate its schools. It calls upon the installation's officers to stop the busing and invites the parties to the lawsuit to "seek appropriate assistance from the court" if the busing is not discontinued, Ms. Cohen said.

While legal activity regarding school desegregation appeared to be diminishing in San Francisco, just the opposite was taking place in St. Louis.

A federal district judge there, saying that "the hottest place in hell" is reserved for those who shy away from controversy, on Dec. 30 ordered the Justice Department to make public its stance in that city's school-desegregation case before the case goes to trial on Feb. 14.

"Centuries ago, Dante reminded us that the hottest place in hell is reserved for those who, in times of controversy, refuse to take a position," said U. S. District Judge William H. Hungate in his order.

John V. Wilson, a spokesman for the department, said last week that the office of the assistant attorney general for civil rights would file its brief in the case, *Liddell* v. *Board of Education*, by Jan. 7.

Judge Hungate had threatened to prevent federal attorneys from presenting evidence or cross examining witnesses during the trial if the department failed to comply with his order.

No Publicity

The department had previously announced that it did not want to publicize its stance on the case until after the trial was completed. Judge Hungate, however, said that it would be unfair for him to give the department "the luxury of taking no position in a civil-rights case to which it is a party."

The Feb. 14 trial has been set to determine whether nine suburban St. Louis school districts, St. Louis County, and the state of Missouri should be held liable for racial segregation in the city's public schools.

Few Teachers Use Computers

Continued from Page 1

not well informed about computers and would not be prepared to use computers for instruction "should they appear on their desks Monday morning," the report says.

The teachers said they knew little about most aspects of technology—from commercial software (65.7 percent) to programming (75.1 percent) and the kinds of hardware being marketed (78.4 percent).

No 'Fear' of Technology

Still, the teachers do not "fear" technology, as some have suggested, the report says. More than half of the respondents indicated an interest in learning about instructional applications, operating a computer, and programming, and more than 80 percent said they would like to take a computer-related course.

Fewer teachers were interested in learning how to use computers in curriculum planning, school policy, establishing computer-user networks, and teaching computer science.

The survey also revealed "significant" differences in the attitudes of users and non-users. Users tended to show great interest in a variety of computer applications—such as drill-and-practice, computer literacy, "enrichment," remedial drill, and simulation—while non-users were uncertain about their preferences.

Whatever the computer is used for, the teachers appeared to think that it is worthwhile.

Noting that there is "little research to date to prove or disprove the benefits or harm that may accrue to students," the report states that teachers feel computers improve students' motivation.

However, in two categories—achievement-test performance and social behavior—fewer than half of the respondents felt that computers had a positive effect.

The report indicates that schools usually get involved with technology haphazardly.

Teachers are first exposed to computers as administrative tools—a modern way of storing attendance, academic, and financial records. Later, computer programs may be made accessible to teachers and students, and a push for the use of computers in classes may begin.

Nearly two-thirds of the teachers surveyed work in school systems where computers are used for administrative purposes. But only 24.5 percent of the teachers said they had been encouraged by principals to use computers.

Less Encouragement

They received even less encouragement from local or state associations (14 percent), curriculum specialists (13.4 percent), superintendents (12.6 percent), individual parents (10 percent), school boards (9.6 percent), and community groups (3.5 percent).

Thirty-five percent of the teachers said they were encouraged by colleagues, 21.7 percent said they were encouraged by family and friends, and 18.8 percent said by students.

"This may not be surprising given the experiences teachers share," the report states. "What is surprising is the low percentages of teachers reporting encouragement from the centers of political leadership in local school systems."

N.C.A.A. Votes on New Rules

Continued from Page 14

the fall 1984 semester.

Four other academic rule proposals are variations of the initiative promoted by the A.C.E.

Mr. Atwell said the prospects are "gorgeous" for an initiative that would require college athletes to earn a minimum number of credits each year in subjects that can be applied toward degrees. Currently, athletes may compete if they complete credits for any course.

The strictest proposals will be considered before the more lenient ones.

Unlimited Contacts

The other resolution that would directly affect high schools would allow unlimited recruiting contacts with all high-school athletes. That is the only issue on which the N.C.A.A. has received advice from high-school organizations. The National Federation of State High School Associations—the only national high-school athletic organization—opposed the measure, which was sponsored by six of the largest universities.

The most controversial of the 132 measures under consideration at this year's annual meeting in San Diego would demote as many as 40 institutions from the top level of intercollegiate competition.

Proposal Resisted

Those smaller colleges facing demotion—and with it the loss of television revenues—are strongly resisting the proposal. The proposal is not expected to pass.

Other proposals to be considered by the N.C.A.A. would:

- Allow students to receive honorary academic awards and still not lose any of their athletic scholarship.
- Publicize specific acts that violate N.C.A.A. ethical-standards rules to deter illegal behavior.
- Eliminate the need to receive N.C.A.A. approval for intrastate all-star high-school games that take place after graduation.
- Bar college alumni from the recruiting process. —C.E.

Pa. Teachers' Strike

Continued from Page 4

overnight vigil outside the courthouse in freezing temperatures to show support for the union leader, who is freed during the day but must return to jail each night.

The school-board president, Roger Emelson, was undergoing tests for a possible punctured lung after being confronted by a crowd of about 200 Monday at the end of another unproductive bargaining session. He earlier underwent nose surgery as the result of being hit with a thermos bottle in a strike-related fracas.

The strike of the union's 76 members began on Sept. 27. Negotiations, which started almost one year ago, have failed to result in agreement on any issue. —C.E.

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INNOVATION

For many years, P. Kenneth Komoski has been an evaluator of teaching aids and a critic of the industries that market more useless than useful ones to schools. Now, his self-appointed job is seeing that computers in education do not meet the same fate as earlier innovations.

See Page 7.

MATERIALISM

An annual survey of college freshmen (the 17th) suggests that students' concern with financial security and career success continues to increase, while their commitment to social causes and personal growth continues to decline.

See Pages 14 and 15.

TRADITION

For 146 years, Philadelphia's Central High has served as an elite academic training ground for boys. Now, its all-male admission policy is being challenged in federal court.

See Page 12.

EDUCATION WEEK

American Education's Newspaper of Record

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Districts Defer Repairs As Budgets Shrink

Undone Work Is Said To Total $25 Billion

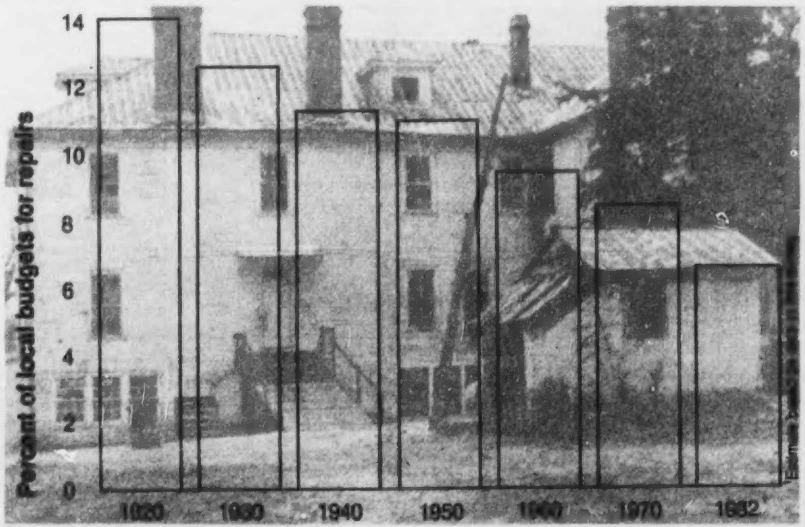
By Thomas Toch

The nation's school buildings, many of them at least half a century old, are deteriorating far faster than they are being repaired, leading in some cases to school closings, near accidents, and a demoralizing learning environment. The cost of needed repairs and new construction may total more than $25 billion.

This is the situation depicted by school-maintenance officials in several states and an unreleased survey by three Washington-based education associations of 100 school systems in different parts of the country.

Renovation and Replacement Costs

Figures from the National Center for Education Statistics and the survey indicate that the proportion of school-system budgets devoted to maintenance has fallen from 14.1 percent in 1920 to 11 percent in 1950 to 6.7 percent in 1982. The result, the survey and interviews suggest, is that many school systems are now facing major renovation and replacement costs that, many say, could have been avoided if needed maintenance had been conducted over the years.



Proportion of Local School Budgets Devoted to Maintenance 1920-1982

Source: National Center for Education Statistics

"We've been falling behind for years," said Henry H. Baxter, an assistant superintendent responsible for construction in Buffalo, where nearly three-quarters of the 75 school buildings are more than 50 years old. "Now we are really in a crunch. Even the mortar between the bricks is deteriorating." Buffalo has $35-million-worth of unfinished replacement and reconstruction work.

Other examples of the severity of the problem:

- In Seattle, the school system has $175 million in approved maintenance and cap-

Continued on Page 18

Education Ranked As U.S. Priority; Initiatives Sought

President, Democrats Emphasize Skills Need

By Eileen White

WASHINGTON—The condition of the nation's educational system figured prominently on the nation's political agenda last week, as President Reagan introduced a four-part plan to "revitalize American education by setting a standard of excellence" during his State of the Union Message to the Congress.

The Administration's proposal, broadcast on national television, was followed by a "response" from Democratic party leaders that also placed heavy emphasis on the need for "a new dedication to excellence in American education."

Both the Republican and the Democratic plans underscored the role of education in bolstering the nation's economic recovery, and both parties included a commitment to improving the teaching of mathematics and science in the schools.

Unlike his 1982 address, the President's message last week placed education third—behind only employment and trade—on the list of areas necessary to a "strong, sustained recovery."

Continued on Page 11

Ill. Panel To Consider School-Aid Formula Based on Local Need

By Peggy Caldwell

Responding to Illinois Gov. James R. Thompson's call for prompt changes in the state's tax structure, a special panel on school finance has speeded up its deliberations in hopes of turning tax reform to the advantage of public schools—and is considering a novel approach to the issue.

The central idea of a finance scheme currently under examination by a 15-member state advisory committee on school finance is the so-called "Resource Cost Model," a concept that, its advocates say, more closely reflects districts' actual needs than do conventional state-aid formulas.

Developed by Jay G. Chambers and Thomas B. Parrish of Associates for Education Finance and Planning, a consulting firm based in Stanford, California, the model uses a detailed checklist and computer program to determine what programs a district needs, what resources are needed to operate those programs, and how costs vary from one section of the state to another.

Continued on Page 14

In His Eclectic Readers, 'Everything Has a Moral''

(Re) Turning To W. H. McGuffey's Frontier Virtues

By Susan Walton

In January 1982, a small school district in southwestern Virginia took a step that school-board members hoped would correct some of the problems they perceived in their reading-instruction program.

They were dismayed with the progress the children were making using modern basal readers. So at the insistence of the school-board chairman, Gus Sorensen, who remembered hearing about the books from his mother, school officials in Bristol took what some might regard as a giant step backward and invested in *McGuffey's Eclectic Readers*.

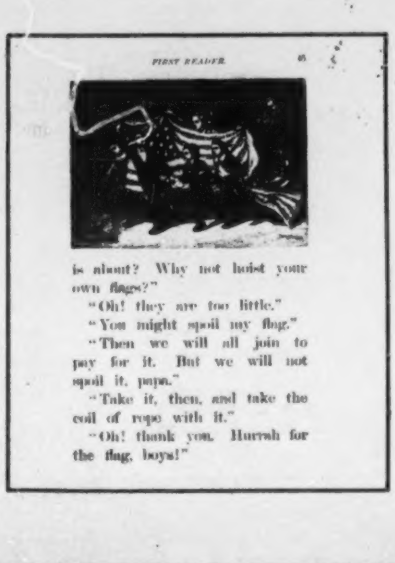
They turned to Mr. McGuffey's series—which largely dropped out of sight in the public schools around 1920—because, board members said, they wanted more challenging material, and because they sought textbooks that would help children to become honest, patriotic, kind, punctual, and persistent.

McGuffey's Readers, which teach reading through a series of "improving" stories and poems drawn mostly from other authors, place heavy emphasis on these themes.

"We felt that the children needed more values like patriotism and honesty, that the basal readers were watered down too much," said Evelyn Murray, who supervises the reading program in the Bristol, Va., public schools. But Ms. Murray also praised the methods, the rich vocabulary, and the literary quality of the selections in the series of six readers and a primer.

Somewhere, one suspects, William Holmes McGuffey is smiling down on Bris-

Continued on Page 17



FIRST READER

is about? Why not hoist your own flags?"

"Oh! they are too little."

"You might spoil my flag."

"Then we will all join to pay for it. But we will not spoil it, papa."

"Take it, then, and take the coil of rope with it."

"Oh! thank you. Hurrah for the flag, boys!"

IN SUMMARY

Lowering Expectations
North Carolina's special-education law exceeds P. L. 94-142 in its guarantees to "special needs" students, so legislators, fearful of lawsuits, are proposing to amend it. **Story on Page 4.**

Lowering the School Age
Gordon M. Ambach, New York's commissioner of education, has sparked a debate with his proposal to enroll children at age 4 and to eliminate the 12th grade. **Story on Page 4.**

Public Money for Private Schools
Testimony has ended in a Missouri suit challenging the allocation of federal Chapter 1 funds for disadvantaged children in private schools. **Story on Page 6.**

The Attraction of Boarding Schools
A survey indicates that a growing number of public-school students are choosing to attend private boarding schools, largely because they perceive them to be academically superior. **Story on Page 6.**

A Tradition Imperiled
A federal court will soon decide whether Philadelphia's elite Central High School for boys—the second-oldest public school in the nation—can remain all-male. **Stories on Pages 8 and 12.**

Doing More With Less
That is what the governor of Arizona proposes in urging new science-education programs while cutting education budgets. Governors in other states are also struggling with budgets. **Stories on Page 8.**

Desegregation in Urban Schools
The U. S. Supreme Court has declined to review a ruling requiring Nashville to expand busing for desegregation. A new study examines racial balance in big-city schools. **Stories on Pages 9 and 10.**

'No Registration, No Student Aid'
Under new rules published by the Education Department, young men who can't prove they have registered for the draft will be denied federal financial aid for college. **Story on Page 9.**

Echoes of the Sputnik Era
Both political parties have come out in favor of new initiatives to upgrade mathematics and science education, and several bills are expected to be proposed to Congress. **Story on Page 11.**

Commentary....................19 and 24
Computers Column....................6
Databank....................15-16
Events....................21
Federal File....................11
In the Press....................20
Letters....................20
Marketplace....................22
New Bills....................10
Washington News....................9

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

E.T.S. President Urges Further Study Of N.C.A.A. Rules

The National Collegiate Athletic Association's more stringent academic requirements for athletes may have been enacted without proper study of how they would affect black students, says the president of the organization that makes the tests that are central to the requirements.

Gregory R. Anrig, president of the Educational Testing Service, said last month that using scores on standardized tests to determine athletic eligibility "will have effects that may not have been fully realized."

Mr. Anrig's statement followed a week of controversy over the N.C.A.A.'s adoption of the rule, which requires freshmen to have a minimum average in a core of high-school courses and minimum scores on standardized tests in order to participate in intercollegiate sports.

Black leaders—including the Rev. Jesse Jackson, president of Operation PUSH, and the Rev. Joseph Lowery, president of the Southern Christian Leadership Conference—have charged that the new standards discriminate against blacks.

According to breakdowns of past scores, significantly more blacks than whites would be ineligible to take part in competition in their first year under the new standards.

Mr. Anrig said E.T.S., which administers the Scholastic Aptitude Test, would offer its assistance to the N.C.A.A. and the American Council on Education to "examine the impact" of the new rule.

The A.C.E. was a chief proponent of the new rule.

Cost of Education Rises 12.4 Percent

Education's cost to consumers last year—including expenses for school and college tuition, fees, books, and supplies—increased 12.4 percent over 1981, the Bureau of Labor Statistics reported last month.

Overall, the Consumer Price Index increased only 3.9 percent, largely due to a decline in housing costs. Educational expenses make up approximately 1.4 percent of the overall amount in the index.

Over a 15-year period, according to the bureau, increases in the cost of education have slightly exceeded increases in other costs. For every $100 worth of goods purchased in 1967, consumers spent $289.10 in 1982. For every $100 spent on education in 1967, consumers spent $301 last year, the bureau's report said.

STATES

Minn. Board Passes Suggested Courses For High Schools

Nearly 15 years after state officials proposed the idea, the Minnesota Board of Education has passed a "minimum comprehensive program" for the state's high schools. The list of courses that the board believes schools should offer is advisory, not mandatory, and a spokesman for the department said it is unlikely that the state will begin to require schools to follow the guidelines any time in the foreseeable future.

"This is a compromise that says, 'we know you can't do it in all cases, but at least you have a minimum set of offerings by which to judge yourselves,' " the spokesman said.

The recommended courses include: four years of communication skills; three years of social studies, mathematics, and science; two of foreign languages; two of music; two of visual arts; one of industrial arts or home economics; a half-year of health and physical education; and five programs in vocational education.

W. Va. Teachers File Suit To Halt Cuts in Education

The West Virginia Education Association is challenging Gov. John D. Rockefeller 4th's constitutional right to cut 10 percent from the state budget, including a $22 million slice in education funds.

The association filed suit in the state's Supreme Court charging that the Governor exceeded his constitutional authority. The suit names Governor Rockefeller, the state finance commissioner, and the state treasurer. The Governor announced the cuts in his state of the state message.

An association spokesman said it was not yet clear whether teachers would lose their jobs as a result of the proposed cuts. More than 1,000 teaching, health-care, and correctional jobs could be at stake.

If the case is heard, the education association will argue that the state constitution allows only the legislature—not the governor—to make budget cuts, said William Johnson, director of communication at W.V.E.A. Recently, the legislature passed the laws allowing the Governor to make such cuts, he said.

Vt. Board Approves New School District For Prison Inmates

The Vermont Board of Education has approved a proposal that may lead to the creation of a school district to provide educational services for prison inmates. Officials of the state's correctional system have also endorsed the plan.

Currently, about 75 percent of the inmates do not have high-school diplomas.

The plan was developed by a joint task force of the state department of education and the state corrections department, according to Joyce Wolkimir, a spokesman for the education department.

The plan will be submitted to the legislature, she said, in the hope of getting sponsors.

If the proposal receives support in the legislature, the new district would be entitled to state and federal aid. For the next two fiscal years, about $50,000 has been budgeted for existing educational programs for the prison inmates in the state.

"The idea is to give them basic academic and vocational skills," Ms. Wolkimir said.

Although some services are already offered to the state's prison population, she said that the proposal calls for a more intensive program.

Neb. Considers Bills To Resolve Dispute On Church Schools

Two bills that are intended to resolve the continuing conflict between church-affiliated private schools and the state have appeared so far in the Nebraska legislature.

Both bills were introduced by state Sen. Howard Peterson.

One would permit a waiver of "certain requirements" imposed by the state if the chief administrative officer of any "nonpublic school"—joined by the parents or guardians of the students—files a statement with the commissioner of education stating that these requirements interfere with the school's operation.

The second bill would remove the state education department's power to "supervise, classify, approve, or accredit" the programs of any "weekday church educational ministry, home study program, or private denominational school," unless the school specifically grants such power by sending a letter to the state board of education.

Wealth Tops List of College Freshmen's Ambitions

By Susan G. Foster

This year's college freshmen are more interested than ever in careers that offer an opportunity for financial success and are less influenced by social causes that result in personal growth and fulfillment, according to the latest findings of a nationwide survey of college freshmen.

'Well Off Financially'

More than two-thirds of the freshmen surveyed, (68.9 percent) chose "being very well off financially" as a "very important" career goal, according to the new survey, *The American Freshman: National Norms For Fall 1982*. The poll has been conducted annually for the past 17 years by researchers associated with the University of California at Los Angeles (U.C.L.A.).

In 1982, 65.2 percent of the freshmen chose the same response. In 1967, however, only 43.5 percent of the freshmen listed earning money as an important goal.

Fewer of this year's first-term freshmen endorsed altruistic goals that were popular during the 1960's and 1970's, such as "developing a meaningful philosophy of life" (46.7 percent this year compared to 82.9 percent in 1967), "helping to promote racial understanding" (30.7 percent this year compared to 35.8 percent in 1977, the first year the question was asked), and "helping others in difficulty" (61.6 percent down from 66 percent in 1975, the year in which student responses began a continuous decline).

Consistent with that pattern, the survey found a continuing decline in the number of freshmen aspiring to become teachers (from 21.7 percent in 1966 to 4.7 percent this year). Scientific research also declined as a career choice (from 3.5 percent of freshmen in 1966 to 1.5 percent in 1982).

On the other hand, the survey showed continuing growth in the popularity of other career choices: business (from 11.6 percent in 1966 to 20.2 percent this year), engineering (4.7 percent in 1974 to 12 percent this year), and computer programming (2.9 percent in 1977 to 8.8 percent this year).

Increasing Materialism

"The continuing pattern of increasing materialism and declining altruism and idealism may in part be a byproduct of the women's movement since the women have shown much larger changes in career interests and values than have the men," according to Alexander W. Astin, professor of education at U.C.L.A. and the director of the survey.

Nevertheless, Mr. Astin said in releasing the survey results last week, since the values and career plans of men have also changed in similar directions, the trends found in the survey "appear to be a general societal phenomenon."

Although materialism increased among college freshmen, this year's survey showed a reversal of the trend toward political conservatism.

The proportion of "liberal" and "far left" students increased slightly (from 19.7 percent last year to 20.7 percent this year), while the proportion of those who considered their political orientation to be "conservative" or "far right" declined (from 20.7 percent last year to 19.4 percent this year).

The majority (59.8 percent) continued to label themselves "middle-of-the-road."

Reflecting this political self-labeling, according to Mr. Astin, the changes in student attitudes on other issues showed a mixture of liberal and conservative trends.

Liberal Causes

Student support increased for such liberal causes as a national health-care plan (from 54.8 percent in 1981 to 57.5 this year), legalization of abortion (from 53.9 percent last year to 54.8 percent this year), and busing to achieve racial balance in the schools (from 43.8 percent last year to 46.8 percent this year).

The findings of the survey are based on questionnaires completed by more than 267,000 freshmen entering a national sample of 492 two- and four-year institutions. The survey was co-sponsored by the American Council on Education.

Copies of the survey are available for $7.50 from the Cooperative Institutional Research Program, Graduate School of Education, U.C.L.A., Los Angeles, Calif. 90024.

Illinois Panel Studies New School-Aid Formula

Continued from Page 1

Several states followed Florida's lead in the 1970's in developing "cost-of-education indices" that account for local differences in the cost of living, but the Chambers-Parrish model is believed to be the first to specify education costs (rather than overall economic conditions) and to combine such an index with a systematic analysis of program needs.

"If you've really got measures you can believe in, this is absolutely the way to go," commented James W. Guthrie, a professor in the graduate school of education at the University of California at Berkeley and a nationally recognized authority on school finance. "In the evolution of school finance, this represents an effort to tailor financial resources to what the kids ought to have."

The concept, never before applied to a state, has initially been well received in Illinois.

Chicago's superintendent, Ruth B. Love, praised the idea in an op-ed article in *The Chicago Tribune*. "This document," Ms. Love wrote, "may well represent the most cogent, intelligent document about school financing to surface in years. . . . Whereas the existing school-finance formula relies on equalizing dollars, the [Resource Cost Model] focuses instead on services."

"We're treading new ground here," said Suzanne W. Langston, director of the Illinois School Finance Project. "This model enables us to develop specifications for what we describe as an 'adequate education' and to devise a way that kids, regardless of where in the state they live, have access to an adequate education."

Also, unlike many finance schemes now in use, the model does not automatically reduce funds when a program gains or loses a few students. "It does reflect the lumpiness, realistically, of the way classrooms and programs are managed," Mr. Chambers said.

The method could have benefits in the political arena as well, Ms. Langston noted.

"Every year the legislature determines how much money it has to disburse, and that's plugged into the computer with assessed valuations [for purposes of calculating districts' property wealth], and it spits out a number. There's no relationship at all to the cost of providing those services.

"For the first time, this would give us something to go on—how much a certain service would cost to provide. For the first time, we would be able to give a solid answer when the legislature asks us to justify a request."

The Resource Cost Model, its developers stress, is not in itself a funding formula, but rather a process for arriving at a fair formula. Put simply, a three-step process was used in the "simulation run" for Illinois.

First, committees of educators and policymakers were convened to determine an "appropriate" level of services in each of eight program categories: elementary, secondary, special, gifted, vocational, limited-English-proficient, compensatory, and adult education.

"We were afraid they would specify pie in the sky," said Mr. Chambers, a senior research economist at Stanford University. "We tried to encourage them to concentrate not on what is but on what should be, but at the same time to come up with something that was realistic and reasonable. There was a lot of creativity and new thought."

In some cases, Ms. Langston and Mr. Chambers said, the committees recommended programs similar to those already in place. But they often departed from present practice in describing how programs should be organized and how instructional and services should be delivered.

Resources Identified

The committees then tried to determine what resources—personnel, facilities, supplies, and support services—would be needed in each of the 160 programs identified. These costs were then added to derive a "program cost differential" that recognizes, for example, that handicapped children incur higher costs.

The second step was calculating a cost-of-education index for each of the state's more than 1,000 school districts. Unlike most versions of the index, which reflect the general cost of living in a given area, the Chambers-Parrish plan targets costs directly relevant to operating schools, such as labor and energy. Furthermore, it allows cost variations only for items that are deemed to be beyond the control of the school district.

The third step is to factor the program cost differential and cost-of-education index into each district's enrollment characteristics—and arrive at a dollar figure that, theoretically, enables each district to provide all the appropriate services.

"In a sense, the model itself is the whole ball of wax," said Mr. Chambers. But "the model accounts for all long-run variations related to student-body composition and resource costs differences."

The simulation run revealed that, using the Resource Cost Model based on the committees' "wish lists," Illinois schools would have spent $5.3 billion in 1981-82, or 2 percent more than actual expenditures. "We were struck by the fact that what they came up with was so close to what was actually spent," Mr. Chambers said.

He attributes this, in part, to the committee procedure, which required that representatives of various interest groups cooperate. "We had the special-ed people and the voc-ed people and the elementary people talking to each other in a way that they never had before," he said.

Further analysis of the data, Mr. Chambers said, is expected to show that some districts would have needed more money in 1981-82 to provide the services called for in the model, while others could provide them for less than they actually spent.

The model, Mr. Chambers said, can be used as a basis for allocating funds regardless of the state-local revenue mix and regardless of the state's method of equalizing spending.

'Account for Local Needs'

"Up to now, state foundation programs have been based on an arbitrary number that came out of thin air and was applied uniformly to all districts," the researcher said. "Here's a way to vary the foundation to account for local needs."

For all the benefits its proponents see, the Resource Cost Model is designed to aid in distributing, not raising, funds. So it does not address the problem of Illinois's extraordinarily complex, intensely political, and often unpredictable system of raising revenue for public schools.

Governor Thompson's advisory panel on tax reform has recommended that half of the local property tax for education be repealed and replaced with increased state taxes. Because some action on statewide tax reform is considered likely in the current legislative session, the school-finance panel accelerated its study by several months.

"There's a historical link between tax reform and school-finance reform," Ms. Langston said. "So we decided that if the state is going to talk about shifting the tax burden, we'd see if we could get some changes made to the benefit of education."

The Resource Cost Model will be among some 26 proposals considered this month by the advisory panel, which is composed of state officials and business representatives. It was appointed in 1981 by state Superintendent Donald G. Gill with the charge of developing a comprehensive school-finance plan.

Once the advisory panel formulates its recommendations, they will be forwarded to the state board of education and the state School Problems Commission, a panel of legislators and citizens, to be fashioned into a final legislative agenda, Ms. Langston said.

Komoksi Says Computer Products Lacking

Continued from Page 7

pable of learning "higher-order skills," Mr. Komoski asserts.

"Teachers have to learn to fit the students with [the proper program]," he says.

"I think teachers would rather do that than stand all day in front of a chalkboard."

Are teachers today able to develop more flexible attitudes about the structure of their lesson plans?

"I wouldn't have said so ten years ago, and I probably wouldn't have said so five years ago," Mr. Komoski answers. "But now you have this situation where things are changing so rapidly that teachers are saying, 'That's the way things are. I have to deal with it.' "

Early Involvement

Mr. Komoski—educated at Arcadia University in Nova Scotia and the Union Theological Seminary—got involved in educational technology in the late 1950's through B. F. Skinner, the behaviorist who developed the teaching machines that were at the heart of educational innovation in the 1960's.

Then a teacher at the Collegiate School in New York City, Mr. Komoski and other faculty members learned to program the machines, which presented the student with questions and offered immediate responses to their answers.

"I became fascinated by the idea that the machines taught a lot about instruction," he says. "You have to know each step of the way what's going on, how to lead the learning. Every teacher should have to go through the steps to see what it is that works."

Eventually, Mr. Komoski says, he became disenchanted with the "incredible commercialization and oversell" of the products—and with Mr. Skinner's theory that learning occurs through a series of physiological responses to stimuli.

The problem with Mr. Skinner's approach, Mr. Komoski says, is the idea that learning progresses in small increments.

"Learning often takes place in larger chunks," Mr. Komoski says. "The way some of these people turned out these programs, kids could get through them and not learn anything. The machine didn't take into account the contingencies of the environment.

"What I'm saying is that you have to open the thing up and allow the programmer of the tutorial or the simulation to be somehow shaped by the learners' responses."

Out of the such failures of such educational machinery, Mr. Komoski adds, grew "my intense conviction that until we got consumers out there demanding that [producers] make better things, we weren't going to get any good out of technological change."

Enter EPIE.

DATABANK

The American Freshman: 1982 Survey of Characteristics and Attitudes

Characteristics

Age by December 31, 1982:

16 or younger	0.1%
17	2.5%
18	74.2%
19	18.9%
20	1.8%
21	1.3%
22	0.6%
23-25	0.4%
26-29	0.1%
30 or older	0.0%

Racial background:

White	88.2%
Black	8.5%
American Indian	1.0%
Oriental	1.4%
Mexican	0.9%
Puerto Rican	0.9%
Other	1.4%

Average grade in high school:

A or A+	9.8%
A-	11.4%
B+	19.3%
B	26.5%
B-	13.9%
C+	12.0%
C	7.1%
D	0.4%

Academic rank in high school:

Top 20%	39.6%
Second 20%	23.2%
Middle 20%	30.6%
Fourth 20%	5.8%
Lowest 20%	0.9%

Year of high-school graduation:

1982	94.0%
1981	2.8%
1980	0.8%
1979 or earlier	1.5%
H. S. equivalency (G. E. D. test)	0.7%
Never completed high school	0.2%

Marital status:

Not presently married	98.8%
Married, living with spouse	0.9%
Married, not living with spouse	0.3%

Veteran:

No	98.7%
Yes	1.3%

Have had remedial work in:

English	5.3%
Reading	5.1%
Mathematics	7.6%
Social studies	3.9%
Science	3.9%
Foreign language	3.3%

Will need remedial work in:

English	11.3%
Reading	4.4%
Mathematics	22.1%
Social studies	2.6%
Science	9.3%
Foreign language	7.5%

Disabled:

No	94.6%
Yes	5.4%

Type of disability:

Hearing	8.7%
Speech	1.9%
Visual	45.8%
Orthopedic	13.1%
Learning	6.0%
Health-related	10.7%
Other	7.1%

Does handicap require architectural changes?

No	98.1%
Yes	1.9%

Residence planned during fall term:

With parents, relatives	33.1%
Other private home or apartment	5.8%
College dormitory	58.2%
Fraternity/sorority house	0.5%
Other campus housing	1.4%
Other	0.9%

Residence preferred during fall term:

With parents or relatives	19.4%
Other private home or apartment	25.8%
College dormitory	43.8%
Fraternity/sorority house	5.0%
Other campus housing	3.8%
Other	2.2%

Current religious preference:

Jewish	3.0%
Protestant	33.7%
Roman Catholic	38.9%
Other	17.2%
None	7.3%

Father's religious preference:

Jewish	3.5%
Protestant	35.8%
Roman Catholic	37.8%
Other	16.5%
None	6.5%

Father's Occupation:

Artist (incl. performer)	0.9%
Businessman	29.6%
Member of clergy or or religious worker	1.0%
Engineer	9.0%
Farmer or forester	3.9%
Lawyer	1.6%
Military man	1.8%
Physician or dentist	2.2%
Other health professional	1.4%
Research scientist	0.6%
Teacher or administrator, college	1.0%
Teacher or administrator, elementary	0.6%
Teacher or administrator, secondary	3.5%
Worker, skilled	11.1%
Worker, semiskilled	5.0%
Worker, unskilled	3.3%
Other occupation	21.4%
Unemployed	2.1%

Father's education:

Grammar school or less	4.5%
Some high school	10.0%
High-school diploma	29.6%
Postsecondary other than college	4.6%
Some college	13.4%
College degree	20.1%
Some graduate school	2.3%
Graduate degree	15.4%

Mother's religious preference:

Jewish	3.3%
Protestant	36.5%
Roman Catholic	39.4%
Other	17.2%
None	3.5%

Mother's occupation:

Artist (incl. performer)	1.4%
Businesswoman	10.1%
Member of clergy or or religious worker	0.1%
Clerical worker	11.5%
Engineer	0.1%
Farmer or forester	0.4%
Homemaker (full time)	22.8%
Lawyer	0.1%
Nurse	7.7%
Physician or dentist	0.3%
Other health professional	1.8%
Research scientist	0.1%
Social, Welfare, or recreation Worker	1.2%
Teacher or administrator, college	0.3%
Teacher or administrator, elementary	5.9%
Teacher or administrator, secondary	3.3%
Worker, skilled	2.01%
Worker, semiskilled	3.5%
Worker, unskilled	2.4%
Other occupation	17.2%
Unemployed	8.0%

Mother's education:

Grammar school or less	3.0%
Some high school	8.0%
High-school diploma	41.2%
Postsecondary other than college	7.3%
Some college	14.6%
College degree	17.0%
Some graduate school	2.1%
Graduate degree	6.8%

Twin status

No	98.2%
Yes, identical	0.6%
Yes, fraternal	1.2%

Students estimate chances are very good that they will:

Change major field	11.9%
Change career choice	11.0%
Fail one or more courses	1.4%
Graduate with honors	11.8%
Be elected to student office	2.8%
Get a job to pay college expenses	39.1%
Work full time while attending college	3.2%
Join a social fraternity or sorority	16.1%
Live in a coeducational dormitory	28.2%
Play football or basketball	4.6%
Be elected to an honor society	6.7%
Make at least a B average	41.3%
Need extra time to complete degree	5.2%
Need tutoring in some courses	9.4%
Work at outside job	21.3%
Seek vocational counseling	5.6%
Seek individual counseling	3.6%
Get a bachelor's degree	65.0%
Participate in student protests	4.1%
Drop out temporarily	1.1%
Drop out permanently	0.8%
Transfer to another college	10.5%
Be satisfied with college	55.4%
Find employment in preferred field	69.6%
Marry while in college	4.8%
Marry within a year after college	16.6%

Number of other colleges applied to for admission this year:

None	38.6%
One	16.7%
Two	16.7%
Three	13.6%
Four	6.8%
Five	3.7%
Six or more	3.9%

Number of other college acceptances this year:

None	45.0%
One	19.9%
Two	16.7%
Three	10.6%
Four	4.5%
Five	1.8%
Six or more	1.5%

College attended is student's:

First choice	73.6%
Second choice	19.9%
Third choice	4.4%
Other	2.1%

Distance from home to college:

5 miles or less	9.7%
6-10 miles	10.6%
11-50 miles	25.6%
51-100 miles	16.3%
101-500 miles	29.6%
More than 500 miles	7.9%

Reasons noted as very important in deciding to go to college:

Parents' wishes	33.1%
Could not find job	7.4%
Wanted to get away from home	10.1%
To be able to get a better job	77.9%
To gain general education	66.2%
To improve reading and study skills	39.5%
Nothing better to do	2.3%
To become a more cultured person	33.8%
To be able to make more money	69.8%
To learn more about things	72.5%
To meet new, interesting people	54.6%
To prepare for graduate school	45.4%

Reasons noted as very important in selecting college attended:

Relatives' wishes	6.6%
Teacher's advice	4.0%
Good academic reputation	53.5%
Offered financial assistance	16.7%
Not accepted anywhere else	2.7%
Advice of former student	14.9%
Offers special programs	25.5%
Low tuition	20.6%
Advice of guidance counselor	7.7%
Wanted to live at home	11.1%
Friend's suggestion	7.2%
Recruited by college	4.3%

Highest degree planned at college attended:

None	4.0%
Associate (or equiv.)	28.5%
Bachelor's	50.7%
Master's	10.7%
Ph.D. or Ed.D.	1.5%
M.D., D.O., D.D.S., or D.V.M.	1.5%
LL.B. or J.D.	1.0%
B.D. or M.Div.	0.3%
Other	1.7%

Highest degree planned anywhere:

None	1.9%
Associate (or equiv.)	8.3%
Bachelor's	38.3%
Master's	30.5%
Ph.D. or Ed.D.	8.2%
M.D., D.O., D.D.S., or D.V.M.	6.0%
LL.B. or J.D.	4.3%
B.D. or M.Div.	0.5%
Other	2.1%

Probable field of study:

Accounting	6.2%
Aeronautical engineering	1.2%
Agriculture	1.9%
Anthropology	0.1%
Architecture, urban planning	0.9%
Art, fine and applied	2.1%
Arts and humanities (misc.)	0.6%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.5%
Biological sciences (misc.)	0.6%
Biology (general)	1.5%
Botany	0.1%
Building trades	0.3%
Business (misc.)	1.2%
Business administration (general)	7.1%
Business education	0.2%
Chemical engineering	1.2%
Chemistry	0.8%
Civil engineering	0.9%
Communications	2.1%
Computer science	4.4%
Data processing, computer programming	4.0%
Drafting or design	0.6%
Earth science	0.3%
Economics	0.4%
Education (misc.)	0.4%
Electrical or electronic engineering	4.0%
Electronics	0.9%
Elementary education	2.3%
Engineering (misc.)	2.3%
English	0.8%
Ethnic studies	0.0%
Finance	0.9%
Foreign language	0.5%
Geography	0.0%
Health technology	1.5%
History	0.5%
Home economics	0.4%
Industrial engineering	0.5%
Forestry	0.7%
Journalism	1.5%
Law enforcement	1.5%
Library science	0.0%
Management	4.4%
Marine science	0.1%
Marine-life science	0.3%
Marketing	1.9%
Mathematics	0.6%
Mechanical engineering	2.5%
Mechanics	0.5%
Microbiology or bacteriology	0.3%
Military science	0.1%
Music	1.1%
Music or art education	0.3%
Nursing	4.0%
Pharmacy	0.4%
Philosophy	0.1%
Physical education	1.2%
Physical sciences (misc.)	0.2%
Physics	0.3%
Political science	1.9%
Pre-dental, pre-medical, pre-veterinary	3.1%
Professional (misc.)	1.3%
Psychology	2.1%
Secondary education	0.6%
Secretarial studies	2.5%
Social work	0.9%
Social sciences (misc.)	0.2%
Sociology	0.2%
Special education	1.0%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.7%
Theology and religion	0.2%
Therapy	1.7%
Women's studies	0.0%
Zoology	0.4%
Other fields	1.2%
Other technical fields	0.6%
Undecided	4.6%

Probable career occupation:

Accountant or actuary	5.8%
Actor or entertainer	0.9%
Architect or urban planner	1.4%
Artist	1.7%
Business (clerical)	1.9%
Business executive	10.5%
Business proprietor	2.7%
Business salesperson or buyer	1.2%
Clergy (minister or priest)	0.2%
Clergy (misc.)	0.1%
Clinical psychologist	0.9%
Computer programmer or analyst	8.8%
Conservationist or forester	0.9%
Dentist	0.7%
Dietitian or home economist	0.3%
Educator (college)	0.2%
Educator (elementary)	3.0%
Educator (secondary)	1.7%
Engineer	12.0%
Farmer or rancher	1.2%
Foreign-service worker	0.5%
Homemaker (full time)	0.1%
Interior decorator	0.5%
Interpreter	0.2%
Journalist or writer	2.1%
Lab technician or hygienist	1.3%
Law-enforcement officer	1.2%
Lawyer or judge	4.3%
Military person	0.9%
Musician	1.1%
Nurse	4.0%
Optometrist	0.2%
Pharmacist	0.4%
Physician	3.6%
Research scientist	1.5%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or recreation worker	1.1%
Statistician	0.1%
Therapist	2.0%
Veterinarian	1.2%
Skilled trades	1.6%
Other occupation	6.6%
Undecided	9.51%

Estimated parental income:

Less than $4,000	2.9%
$4,000-$5,999	2.2%
$6,000-$7,999	2.4%
$8,000-$9,999	2.9%
$10,000-$12,499	5.2%
$12,500-$14,999	5.0%
$15,000-$19,999	9.1%
$20,000-$24,999	13.2%
$25,000-$29,999	11.5%
$30,000-$34,999	12.0%
$35,000-$39,999	8.5%
$40,000-$49,999	10.6%

DATABANK

$50,000-$99,999	11.3%
$100,000 or more	3.3%

Number of parents' dependents:	
One	5.8%
Two	10.7%
Three	21.2%
Four	27.4%
Five	20.4%
Six or more	14.5%

Number of other dependents currently attending college:	
None	65.4%
One	25.0%
Two	6.8%
Three or more	2.9%

Concern about financing college:	
None	31.6%
Some	51.2%
Much	17.2%

Support from parental aid:	
None	28.2%
$1-$499	16.8%
$500-$999	10.2%
$1,000-$1,499	8.0%
$1,500-$2,000	7.8%
Over $2,000	29.0%

Support from spouse:	
None	99.2%
$1-$499	0.4%
$500-$999	0.1%
$1,000-$1,499	0.1%
$1,500-$2,000	0.0%
Over $2,000	0.2%

Support from Pell Grant:	
None	76.8%
$1-$499	7.4%
$500-$999	6.4%
$1,000-$1,499	4.7%
$1,500-$2,000	2.9%
Over $2,000	1.9%

Pell Grant:	
Heard of the program	57.7%
Applied for aid	38.1%
Qualified for aid	23.5%

Support from Supplemental Educational Opportunity Grant:	
None	94.3%
$1-$499	2.5%
$500-$999	1.6%
$1,000-$1,499	0.9%
$1,500-$2,000	0.4%
Over $2,000	0.2%

Support from state scholarship or grant:	
None	85.6%
$1-$499	6.9%
$500-$999	4.0%
$1,000-$1,499	2.0%
$1,500-$2,000	0.8%
Over $2,000	0.7%

Support from college grant:	
None	88.1%
$1-$499	3.6%
$500-$999	2.8%
$1,000-$1,499	2.0%
$1,500-$2,000	1.1%
Over $2,000	2.4%

Support from College Work-Study grant:	
None	88.2%
$1-$499	4.5%
$500-$999	4.4%
$1,000-$1,499	2.3%
$1,500-$2,000	0.5%
Over $2,000	0.2%

Support from personal GI benefits:	
None	99.4%
$1-$499	0.2%
$500-$999	0.1%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.2%

Support from parent's GI benefits:	
None	99.2%
$1-$499	0.3%
$500-$999	0.1%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.2%

Support from other private grants:	
None	92.7%
$1-$499	3.3%
$500-$999	1.8%
$1,000-$1,499	1.1%
$1,500-$2,000	0.5%
Over $2,000	0.7%

Support from full-time employment:	
None	98.1%
$1-$499	0.8%
$500-$999	0.5%

Support from full-time employment (Continued):	
$1,000-$1,499	0.2%
$1,500-$2,000	0.1%
Over $2,000	0.2%

Support from part-time employment:	
None	76.3%
$1-$499	15.6%
$500-$999	5.3%
$1,000-$1,499	1.7%
$1,500-$2,000	0.5%
Over $2,000	0.6%

Support from summer work:	
None	58.7%
$1-$499	19.8%
$500-$999	11.6%
$1,000-$1,499	5.7%
$1,500-$2,000	2.4%
Over $2,000	1.8%

Support from savings:	
None	81.5%
$1-$499	10.7%
$500-$999	3.3%
$1,000-$1,499	1.8%
$1,500-$2,000	1.0%
Over $2,000	1.6%

Federal Guaranteed Student Loan:	
Heard of program	48.5%
Applied for aid	22.6%
Qualified for aid	19.0%

Support from federal Guaranteed Student Loan:	
None	79.2%
$1-$499	1.8%
$500-$999	2.3%
$1,000-$1,499	3.3%
$1,500-$2,000	4.2%
Over $2,000	9.2%

Support from college loan:	
None	96.5%
$1-$499	0.8%
$500-$999	0.7%
$1,000-$1,499	0.6%
$1,500-$2,000	0.6%
Over $2,000	0.9%

Support from National Direct Student Loan:	
None	93.8%
$1-$499	1.4%
$500-$999	1.7%
$1,000-$1,499	1.4%
$1,500-$2,000	0.7%
Over $2,000	1.0%

Support from other loan:	
None	95.9%
$1-$499	0.8%
$500-$999	0.8%
$1,000-$1,499	0.7%
$1,500-$2,000	0.7%
Over $2,000	1.2%

Support from Social Security benefits:	
None	96.8%
$1-$499	1.3%
$500-$999	0.7%
$1,000-$1,499	0.5%
$1,500-$2,000	0.3%
Over $2,000	0.4%

Other sources of support:	
None	97.0%
$1-$499	1.1%
$500-$999	0.4%
$1,000-$1,499	0.3%
$1,500-$2,000	0.2%
Over $2,000	1.0%

Attitudes

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Political views:													
Far left	2.1%	1.5%	1.8%	1.9%	2.9%	2.0%	2.0%	1.5%	1.3%	1.3%	1.5%	5.3%	4.2%
Liberal	18.5%	19.4%	18.9%	16.7%	18.4%	18.6%	24.6%	18.3%	18.6%	19.8%	25.3%	22.8%	32.3%
Middle of the road	55.9%	63.7%	59.8%	64.9%	58.9%	60.2%	53.0%	53.9%	60.8%	57.5%	48.8%	50.5%	45.9%
Conservative	22.0%	14.9%	18.4%	15.6%	18.1%	18.1%	19.3%	25.2%	18.2%	20.6%	23.2%	18.6%	15.6%
Far right	1.5%	0.6%	1.0%	0.9%	1.7%	1.1%	1.1%	1.1%	1.1%	0.9%	1.1%	2.7%	2.0%
Agree strongly or somewhat that:													
Government isn't protecting consumer	64.4%	73.1%	68.8%	70.7%	70.9%	70.5%	69.7%	66.8%	68.4%	64.6%	62.4%	77.4%	80.5%
Government isn't controlling pollution	74.9%	82.2%	78.6%	78.6%	77.0%	79.2%	81.2%	78.8%	80.5%	76.6%	79.7%	79.1%	82.1%
Government should discourage the use of energy	74.5%	80.8%	77.6%	76.5%	77.1%	78.5%	79.8%	77.2%	78.8%	77.6%	79.2%	75.8%	76.9%
Military spending should be increased	47.9%	29.9%	38.8%	40.7%	44.4%	40.1%	31.7%	37.5%	30.3%	39.0%	31.5%	41.3%	31.1%
Criminals have too many rights	74.3%	65.5%	69.8%	71.1%	66.4%	69.3%	67.3%	69.9%	69.1%	70.5%	67.7%	56.9%	53.6%
Inflation is the country's biggest domestic problem	75.9%	81.9%	78.9%	82.3%	80.4%	80.5%	74.4%	75.9%	77.4%	75.5%	69.8%	83.6%	82.4%
The death penalty should be abolished	23.1%	33.5%	28.4%	26.6%	30.3%	29.0%	30.8%	29.7%	35.8%	27.1%	31.1%	45.5%	48.2%
Government should provide a national health-care plan	54.4%	60.5%	57.5%	61.3%	59.5%	59.9%	57.3%	51.0%	57.4%	50.7%	50.4%	75.0%	74.7%
Abortion should be legalized	53.7%	55.9%	54.8%	53.3%	54.4%	54.8%	62.7%	47.0%	34.8%	59.1%	58.2%	61.4%	62.7%
Grading in high school is too easy	55.1%	54.0%	54.5%	52.8%	43.5%	53.2%	57.3%	57.7%	55.2%	58.4%	60.5%	38.1%	45.2%
Women's activities should be confined to the home	33.6%	17.6%	25.5%	27.7%	30.9%	25.2%	22.1%	27.6%	22.4%	23.0%	19.7%	32.1%	27.4%
Couples should live together before marriage	48.3%	37.5%	42.8%	47.3%	43.3%	40.8%	47.9%	28.4%	32.1%	40.4%	42.2%	48.8%	44.1%
Large families should be discouraged	42.4%	32.3%	37.3%	37.8%	35.4%	35.9%	39.0%	37.8%	25.6%	39.6%	36.7%	30.9%	28.4%
Divorce laws should be liberalized	46.8%	42.5%	44.6%	48.9%	48.2%	44.8%	44.3%	32.7%	32.7%	42.2%	39.4%	57.9%	57.2%
It is all right for people who like each other to have sex	64.0%	32.8%	48.2%	52.3%	45.2%	47.1%	51.5%	33.2%	33.6%	48.1%	47.1%	54.5%	48.0%
Women should have job equality	88.2%	96.6%	92.5%	91.6%	88.7%	92.7%	94.1%	92.0%	94.1%	93.2%	94.9%	91.8%	92.6%
The rich should pay a larger share of taxes	72.4%	71.7%	72.1%	75.0%	69.5%	75.2%	68.4%	70.5%	70.7%	68.4%	61.7%	78.6%	78.2%
Marijuana should be legalized	32.5%	26.4%	29.4%	32.2%	30.1%	27.7%	32.8%	19.3%	22.5%	28.6%	29.1%	34.9%	31.6%
Busing to achieve racial balance is all right	43.8%	49.8%	46.8%	50.3%	55.3%	48.2%	47.5%	44.4%	43.1%	36.8%	41.6%	70.2%	71.7%
Homosexual relations should be prohibited	57.0%	37.6%	47.2%	51.3%	56.2%	47.6%	39.0%	53.7%	41.1%	43.1%	32.9%	52.8%	47.1%
College has the right to regulate off-campus behavior	15.9%	13.2%	14.5%	15.0%	20.5%	15.2%	13.3%	18.6%	12.8%	11.5%	12.5%	27.8%	25.5%
Students should help evaluate faculty members	69.9%	70.0%	70.0%	68.4%	65.4%	69.6%	71.7%	69.6%	70.1%	72.9%	73.5%	63.8%	65.6%
College grades should be abolished	17.1%	12.4%	14.7%	15.7%	20.4%	14.5%	14.2%	13.2%	13.2%	13.4%	12.6%	22.1%	17.6%
Student publications should be regulated	39.3%	41.9%	40.6%	43.9%	48.9%	41.8%	35.4%	47.4%	39.7%	34.5%	29.5%	54.4%	52.6%
Objectives considered essential or very important:													
Achieving in a performing art	10.0%	12.8%	11.7%	8.6%	13.5%	13.3%	15.6%	14.1%	11.5%	12.3%	15.1%	17.7%	16.0%
Becoming an authority in his or her field	75.1%	71.9%	73.5%	70.3%	72.4%	75.5%	75.0%	71.4%	71.8%	76.6%	77.1%	79.8%	83.8%
Obtaining recognition from colleagues	57.1%	53.6%	55.3%	51.1%	54.6%	57.7%	58.7%	50.7%	53.6%	59.6%	60.5%	62.9%	66.6%
Influencing the political structure	18.1%	11.7%	14.8%	11.5%	14.9%	15.6%	18.1%	15.8%	16.0%	16.7%	21.4%	23.8%	31.1%
Influencing social values	28.6%	33.6%	31.1%	27.4%	34.0%	32.8%	33.6%	36.8%	35.1%	31.5%	34.4%	42.5%	48.1%
Raising a family	66.2%	67.9%	67.1%	65.4%	65.2%	67.1%	66.3%	70.5%	72.3%	68.6%	69.1%	56.0%	60.2%
Having administrative responsibility	41.9%	39.1%	40.5%	39.6%	40.9%	42.7%	38.1%	36.2%	39.7%	42.1%	39.7%	49.5%	48.4%
Being very well-off financially	73.1%	64.9%	68.9%	70.8%	66.6%	69.8%	66.5%	58.0%	61.9%	70.7%	66.9%	82.9%	81.3%
Helping others who are in difficulty	53.5%	69.4%	61.6%	57.3%	61.9%	64.4%	63.3%	68.6%	67.9%	61.4%	65.5%	71.7%	74.9%
Making a contribution to scientific theory	18.1%	10.4%	14.2%	12.6%	12.2%	13.9%	15.5%	12.1%	11.8%	16.9%	20.1%	17.3%	24.2%
Writing original works	11.1%	12.1%	11.6%	9.0%	11.9%	11.8%	16.0%	12.7%	12.0%	12.7%	16.6%	13.7%	17.2%
Creating artistic works	10.9%	13.9%	12.4%	10.8%	16.8%	12.0%	17.3%	12.1%	12.6%	12.6%	12.5%	15.7%	14.3%
Being successful in his or her own business	54.7%	44.8%	49.7%	49.1%	56.7%	48.9%	50.9%	46.9%	46.4%	50.7%	49.7%	66.2%	66.0%
Helping clean up environment	25.3%	20.5%	22.9%	22.1%	24.4%	23.5%	25.4%	22.5%	21.1%	22.7%	22.0%	32.7%	31.9%
Developing a philosophy of life	46.0%	47.5%	46.7%	40.1%	46.3%	47.9%	52.7%	52.1%	52.1%	50.1%	58.5%	58.5%	64.3%
Participating in community action	21.2%	24.4%	22.8%	18.2%	25.3%	25.0%	25.7%	26.3%	26.0%	24.5%	27.3%	37.2%	43.1%
Promoting racial understanding	28.7%	32.5%	30.7%	24.3%	32.3%	34.9%	38.1%	35.4%	33.6%	30.0%	39.7%	64.1%	72.1%
Keeping up with political affairs	43.4%	33.1%	38.2%	29.5%	31.6%	39.5%	46.3%	40.5%	43.2%	45.0%	56.8%	43.1%	55.6%

Source: "The American Freshman: National Norms for Fall, 1982," by Alexander W. Astin, Published by American Council on Education and University of California at Los Angeles.

2/18/82 R4850-2.A

UNCONVENTIONAL

A. Michael DeSisto operates two private schools for very troubled high-school students. He combines an emphasis on discipline and structure with "back-to-basics-with-love"—an approach that is endorsed by the parents of his students and lauded in national magazines.

Story on Page 8.

UNDEMANDING

The directors of two major studies say that the nation's high schools are not very challenging, that the majority of students receive a poor-to-mediocre education, and that overworked teachers have formed a "no-hassle" truce with their students that allows them to get by without much effort.

Story on Page 4.

UNRESOLVED

A federally sponsored study of whether black students learn more in desegregated classrooms has not, as intended, "cleared up questions" about previous studies. The researchers disagree over how to interpret the significance of their new findings.

Story on Page 11.

EDUCATION WEEK

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Families Stay in Private Schools In Spite of the Economic Strain

By Alex Heard and Sheppard Ranbom

The economic recession has increased the financial strain on middle-income families with children in private schools, causing more of them to request loans or tuition-payment deferrals. But except in some of the hardest-hit areas of the country, parents have not yet been forced to withdraw their children from private schools in significant numbers.

Private-school officials, responding to an informal nationwide survey conducted by *Education Week*, reported that parents are making "extraordinary sacrifices" to ensure that their children stay in private schools.

The survey also revealed that requests for financial assistance are increasing substantially, prompting many private schools to increase their aid programs—in some cases by as much as 100 percent—to keep students in school and attract new students.

Aid Programs Augmented

Many schools have launched special fundraising drives to augment financial-aid programs, and some private foundations (such as the Independence Foundation in Philadelphia) are making special grants for student loans.

"I keep waiting for a definite falling off in applications from middle-income families, but it hasn't happened this year," said Charles E. Todd, headmaster of The Watkinson School in Hartford, Conn. "The most we're seeing is a leveling off in applications."

"We consider ourselves fortunate to have held our own in such bad times," reported Peter A. Zadeik Jr., superintendent of The Lutheran High School Association of Greater Chicago.

Enrollments at schools that belong to the National Association of Independent Schools (N.A.I.S.) grew 6.7 percent from 1977 to 1982, according to the organization.

Preliminary results of an N.A.I.S. study of 250 of its schools indicate that private-school enrollments did not decrease this year, except in isolated areas.

Independent schools in Michigan, a state hit hard by the slump in the automotive industry, and independent schools in cities

Continued on Page 19

Obadiah is a student at an unusual school in rural Idaho. See page 12.

States Begin Coordinating School Computer Use

By Charlie Euchner

Leaving concerns about the largest budget deficit in New York State's history to other officials, a Board of Regents committee has begun work on what could be the most ambitious and expensive plan nationwide to bring technology into schools and colleges.

The Regents last year appointed the 15-member panel to prepare recommendations for bringing state influence to bear on what is now the rapid but scattered growth of computer use in classrooms. That committee's report, which will be presented in April, will lead to legislation that could carry a price tag of about $40 million.

If even part of the program is approved by the legislature and signed into law by Gov. Mario M. Cuomo, New York will join Alaska, California, Delaware, Florida, North Carolina, Minnesota, and Texas—the states launching the most comprehensive technology initiatives in education.

An *Education Week* survey of most of the 50 states and the District of Columbia conducted over the past month has confirmed that most state agencies are just now beginning to get involved in the increasing use of computers in education.

That early involvement, the survey suggests, usually includes statewide seminars on "computer awareness," computer centers for demonstrations and software evaluations and copying, electronic bulletin boards, and the publishing of newsletters and guides for implementing computer initiatives.

Equity A Top Concern

State officials across the country say they are concerned about preserving local control over the schools. But governmental coordination of efforts is necessary, they add, to ensure fair access to programs and to avoid needless duplication of training and equipment.

"If you allow computer projects without some kind of state intervention," said Gregory Benson, the director of the Center for Learning Technology in New York's education department, "you are going to create as never before a 'have-have not' society. A whole segment of the population is going to be left behind."

Schools have so far relied mostly on local money and donations by manufacturers to bring computers into the classroom. Officials also report that many federal discretionary programs, such as the block-grant program, are being used to buy hardware.

The states hardest hit by the recession, such as Michigan and Washington, are having a hard time meeting the new demands for technology, their officials say.

Continued on Page 15

Not an Educator 'Picked Off by the Private Sector'

Macchiarola Will Carry On Work for N.Y. Schools

By Peggy Caldwell

NEW YORK—On a recent Friday morning, while legislators and other state officials were making financial decisions that would make the difference between retaining and immediately laying off 1,000 of New York City's public-school teachers, Frank J. Macchiarola did what, in almost any other case, would be described as switching hats a few times.

He met with staff members from the Board of Education, including his erstwhile deputy, Acting Chancellor Richard F. Halverson; he held talks with officials of the New York City Partnership, of which Mr. Macchiarola is the new chief executive; and later in the the day, he had lunch with a high-powered group of business and civic leaders.

But for Mr. Macchiarola, who last month resigned as the city's schools chancellor to head the Partnership, a coalition of business and civic groups, the transition is in many ways an extension of some of his dearly held beliefs: that people and institutions will perform if asked to do so; that creative responses can mitigate the impact of fiscal hardship; that society's needs can be met only if everyone, from the public and private sectors alike, pitches in.

In accepting the $150,000-a-year position with the Partnership, which absorbed the Chamber of Commerce and other business groups, Mr. Macchiarola nearly doubled his

Continued on Page 18

IN SUMMARY

The Easy Way Out
Two major studies conclude that the nation's high schools do not challenge the majority of their students. **Story on Page 4.**

Proposed Funding Change in California
A move is underway to earmark certain state taxes for municipalities and end categorical funding for schools. **Story on Page 4.**

Tensions Over Pensions in Minnesota
Teachers are challenging a new law that increases their pension contributions to ease the state's budget deficit. **Story on Page 6.**

Selecting Texts in Texas
A special committee is proposing changes in the controversial system used by the state to choose school textbooks. **Story on Page 6.**

Raising Revenues in Illinois
Education lobbies are backing Gov. James R. Thompson in his proposal for a $1.5-billion income-tax increase. **Story on Page 7.**

Talking Out of School
Because he was penalized for speaking with school-board members, an Indiana teacher has been awarded $514,000. **Story on Page 7.**

Good News and Bad News
Although high-school seniors are reducing their use of drugs, their rate of use is still "alarming," a study concludes. **Story on Page 7.**

Collaborative Efforts
Seeing a "mutual interest," schools and colleges are developing new programs to improve education in large cities. **Story on Page 14.**

Desegregation and Achievement
Does an integrated setting improve the academic performance of black students? A panel of scholars is divided. **Story on Page 11.**

Responding to the 'Crisis'
Two House committees have resolved their differences and are jointly sponsoring a new bill to support science education. **Story on Page 10.**

Commentary....................20
Databank....................16-17
Events....................22
Federal File....................10
Letters....................21
Marketplace....................23
New Bills....................11
Private Grants....................22
Special Education Column....................14
Washington News....................10

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Tax Break Opposed For Private Schools With Racial Bias

The federal government should continue to deny tax-exempt status to private schools that maintain racially discriminatory policies, the U. S. Commission on Civil Rights maintains in a new report.

In a 22-page monograph, "Discriminatory Religious Schools and Tax-Exempt Status," the commission's staff reviews national policy changes that led the Nixon Administration in 1971 to instruct the Internal Revenue Service to deny the tax exemptions that had been available since 1894.

It also discusses the events that occurred during the 11 years leading up to the Reagan Administration's reversal of that policy last February, when it supported Bob Jones University and the Goldsboro Christian Schools in appeals that are currently pending before the U. S. Supreme Court.

"The eradication of racial discrimination, particularly in the area of education, is a compelling governmental interest of the highest order," the report says.

"To allow tax-exempt status," it continues, "to racially discriminatory private schools, whether religious or nonsectarian, would be contrary to the furtherance of that constitutional objective."

The monograph was approved unanimously by the commission's six members, according to a spokesman.

Fewer 'High Scorers' On Recent S.A.T.'s, College Board Finds

The number of top-scoring students on the Scholastic Aptitude Test has declined steeply in the past 10 years, according to the College Board.

Between 1972 and 1982, the number of students scoring 650 or higher on the verbal part of the test declined by 45 percent, from 53,794 to 29,236.

On the mathematics part of the test, the number of high-scoring students dropped by 23 percent, from 93,868 to 71,916.

The number of students taking the test declined by only 3 percent during that period.

U.S. Census Reports Fewer Move in U.S., Schools' Funds Rise

Teachers may find fewer new students in their classes at mid-year if a trend reported recently continues.

The percentage of Americans who changed their place of residence between 1980 and 1981 declined slightly from percentages found 10 and 20 years before, the Census Bureau reported this month.

Approximately 17 percent of Americans moved between 1980 and 1981, compared with 19 percent between 1970 and 1971, and 21 percent between 1960 and 1961.

The decline, according to the federal agency, is probably due to a steady drop in the average family size, increases in home ownership and two-income families, and the recent difficulties families have had in purchasing homes.

In another recent report, the bureau found that U. S. counties spent $9.2 billion on education in 1981, an increase of 9.4 percent from 1980.

The proportion of county revenue spent on education declined, however. Approximately 15.4 percent of county budgets were devoted to education in 1981, a decrease from the previous year's level of 16.5 percent.

P.T.A. Asks Parents To Evaluate Schools

Saying that the task of improving the quality of education can best be accomplished at the "grassroots level," the National Parent-Teacher Association has asked its 25,000 local chapters to evaluate their public schools during 1983.

"We plan to mobilize parents and other concerned citizens to study their local school—to study its operation, to determine its strengths and weaknesses, and to join with administrators, teachers, and students to improve their school in order to better the lives and futures of the children of our nation," said Mary Ann Leveridge, president of the 5.2-million member organization.

To help parents in carrying out this evaluation, the P.T.A. has prepared a "workbook" that includes detailed instructions on how to determine the quality of education provided by the school. The publication also suggests practical moves that parents and others might make to improve the schools.

"Experts tell us that one of the factors most responsible for improving the quality of education in our public schools is strong parental and community involvement," Ms. Leveridge said. The association will evaluate the findings of the local chapters.

One-Third of Donors Gave To Education

Contributions to charitable causes were made by nine out of 10 Americans in 1981, according to a new poll by a coalition of nonprofit, tax-exempt organizations.

Approximately one-third of donors gave to educational organizations, says the poll sponsored by the Washington, D. C.-based Independent Sector and other groups.

The poll found that donors gave an average total of $475, of which $45 was contributed to educational institutions or causes.

The level of educational attainment, income, and profession of the donor all had an effect on the amount contributed to charity, according to the poll. In addition, those who itemized their tax deductions gave two and one-half times as much to charity as those who took the standard deduction.

STATES

S.C. Invalidates Writing-Test Scores For 132,000 Pupils

The South Carolina State Board of Education last week invalidated the results of a writing test taken by 132,000 students last year, after state officials found that the test papers were graded incorrectly.

The statewide test, in its second year, was administered to 6th, 8th, and 11th graders and scored by Westinghouse Information Systems under a contract with the state, according to Paul Sandifer, the state education department's director of research.

When test results, distributed throughout the state, were found to be "exceptionally low," officials rescored a sample of the tests, Mr. Sandifer said. They subsequently found that a state employee was responsible for "inadequately communicating" the scoring criteria to the contractor, he said.

"The immediate reaction was that the state wasted money," Mr. Sandifer added. "But a writing assessment of this type is in the developmental stage; when you're dealing with papers that have to be hand-scored, there is not a well-developed scoring method, such as for multiple-choice tests."

The state board of education has decided against re-scoring all the tests, he said. "The purpose of the test was to provide feedback for remediation purposes. The worst thing that has happened as a result is that kids got more extra attention than they otherwise might have."

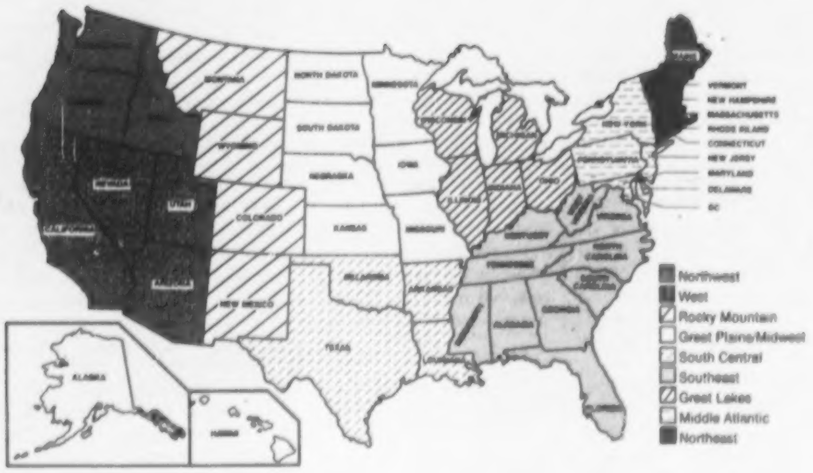
Ariz. Foundation For Public Education To Be Established

Arizona is forming a tax-exempt foundation to raise money from private sources for use by public schools in the state.

The Arizona Education Founda-

DATABANK

Teacher Supply/Demand by Field and Region



These tables are based on a survey of 60 university teacher-placement officials representing all regions of the country. It is an opinion survey, reflecting the best estimates of the respondents, and was conducted by James N. Akin, of the Career Planning and Placement Center at Kansas State University. Mr. Akin has conducted similar surveys each year since 1976 for the American Association for School, College, and University Staffing, a 700-member organization of placement and personnel officials.

REGION	Alaska	Hawaii	1	2	3	4	5	6	7	8	9	Continental United States						
Field												1983	1982	1981	1980	1979	1978	1976
Agriculture	1.00	4.00	4.00	3.50	4.33	4.00	4.25	4.50	4.66	3.75	3.00	4.02	4.36	4.46	4.73	4.67	4.69	4.06
Art	1.00	1.00	1.14	1.33	1.85	2.85	2.92	1.80	1.83	1.66	1.60	1.92	1.84	2.00	2.45	2.06	1.72	2.14
Bilingual Education	3.00	3.00	3.83	4.66	4.00	4.60	4.00	5.00	2.50	3.16	3.00	3.83	4.13	4.10	4.21	4.32	—	—
Business Education	4.00	4.00	3.33	5.00	3.00	3.16	2.68	3.00	3.16	3.80	3.00	3.24	3.47	3.50	3.80	3.65	3.52	3.10
Counselor-El.	300	4.00	2.83	3.40	3.20	3.60	4.41	3.00	2.50	2.00	2.33	3.03	2.72	3.05	3.38	2.96	3.00	3.15
Counselor-Sec.	3.00	4.00	2.80	2.83	3.20	3.50	2.81	3.50	2.66	2.00	2.33	2.83	2.79	3.13	3.76	3.03	3.31	2.69
Data Processing	2.50	—	4.00	4.00	4.50	4.50	4.66	4.40	4.25	4.40	4.50	4.36	3.86	4.35	—	—	—	—
Driver's Ed.	1.00	3.00	2.50	3.00	2.83	2.60	3.85	3.66	2.60	1.50	3.00	2.94	2.77	2.87	2.98	3.06	2.63	2.44
Elementary-Primary	1.00	1.00	2.00	2.66	2.11	1.85	3.43	1.60	1.66	1.83	1.33	2.11	2.02	2.24	2.77	2.19	2.84	1.78
Elementary-Inter.	1.00	1.00	1.79	2.66	2.20	2.28	3.35	1.80	1.83	1.83	1.00	2.11	2.26	2.56	2.84	2.33	1.97	1.90
English	1.00	3.00	2.36	3.00	2.10	3.71	3.62	2.80	2.66	3.00	2.60	2.90	3.21	3.37	3.51	2.78	2.30	2.05
Health Ed.	4.00	2.00	1.57	1.25	1.82	2.00	1.91	1.40	1.80	2.16	1.75	1.76	1.90	2.24	2.17	2.16	2.38	2.27
Home Economics	4.00	2.00	2.50	2.00	2.50	2.60	2.58	2.25	2.33	2.75	2.33	2.44	2.43	2.54	2.85	2.67	2.37	2.62
Industrial Arts	3.00	4.00	3.50	3.33	4.00	3.60	3.91	4.66	4.00	4.60	4.00	3.96	4.36	4.72	4.77	4.68	4.65	4.22
Journalism	3.00	1.00	2.50	1.75	2.25	3.16	3.50	2.40	2.66	2.66	1.50	2.63	2.61	2.77	2.98	2.50	2.54	2.86
Language-French	3.00	2.00	2.28	2.00	2.20	3.00	2.80	3.25	3.33	2.50	2.00	2.59	2.49	2.58	2.68	2.49	2.15	2.15
Language-German	3.00	2.00	2.14	1.83	2.16	3.14	2.50	3.66	3.16	2.33	1.66	2.51	2.48	2.58	2.70	2.17	2.28	2.03
Language-Spanish	3.00	2.00	2.85	2.33	2.71	3.00	2.83	3.50	3.16	2.40	2.20	2.77	2.68	2.95	3.34	2.88	2.84	2.47
Library Science	3.00	3.00	3.00	3.66	2.74	3.33	3.33	3.75	3.20	2.00	2.00	3.09	3.12	3.31	3.58	4.26	—	—
Mathematics	3.00	4.00	4.42	4.66	4.85	5.00	4.71	5.00	4.83	4.83	4.50	4.75	4.81	4.79	4.80	4.68	4.40	3.86
Music-Instr.	2.00	2.00	3.18	3.16	3.42	3.71	2.71	2.40	3.33	2.33	2.16	2.97	3.28	3.33	3.65	3.33	3.30	3.03
Music-Vocal	1.00	—	3.42	2.83	3.28	3.57	2.66	2.40	3.16	2.33	2.00	2.89	2.95	3.06	3.32	2.97	3.03	3.00
Physical Education	2.00	1.00	1.14	1.33	1.50	1.42	2.00	1.80	1.33	2.00	1.20	1.54	1.72	1.80	1.82	1.67	1.86	1.74
Psychologist (school)	1.00	—	3.25	3.40	3.60	3.80	2.80	3.00	3.00	3.00	2.75	3.19	3.56	3.70	3.87	3.43	3.68	3.09
Science-Biology	1.00	5.00	3.14	3.33	2.71	3.57	3.87	3.20	4.16	4.16	3.60	4.10	3.66	3.89	3.50	3.49	3.11	2.97
Science-Chemistry	1.00	5.00	3.71	3.83	3.85	4.57	4.50	4.00	5.00	4.83	4.40	4.30	4.13	4.42	4.18	4.09	3.97	3.72
Science-Earth	1.00	5.00	3.37	3.33	3.71	4.00	4.00	3.80	4.00	4.16	4.00	3.80	3.89	4.08	3.64	3.82	3.50	3.44
Science-Physics	1.00	5.00	3.85	3.83	4.28	5.00	4.42	4.40	5.00	4.83	4.60	4.46	4.41	4.56	4.28	4.36	3.91	4.04
Social Science	1.00	1.00	1.16	1.40	1.42	2.00	2.87	2.00	2.00	1.50	1.00	1.75	2.11	2.05	1.98	1.83	1.51	1.51
Social Worker (school)	4.00	—	2.25	1.66	3.00	3.00	2.00	1.50	2.00	2.33	3.00	2.27	2.34	—	—	—	—	—
Speech	3.00	1.00	2.00	2.50	2.40	2.57	3.14	2.33	2.00	3.20	1.00	2.51	2.76	2.65	2.50	2.47	2.48	2.46
Special-ED (PSA)	3.00	5.00	3.66	3.60	4.25	4.42	4.42	4.60	4.33	3.50	3.60	4.08	3.98	4.22	4.36	4.22	3.96	3.42
Special-Gifted	3.00	—	3.33	3.80	4.33	4.00	4.00	4.25	3.75	3.25	3.50	3.80	3.81	4.10	4.33	4.56	3.95	3.85
Special-LD	3.00	5.00	3.66	3.50	4.60	4.28	4.50	4.80	3.83	3.00	4.50	4.09	4.20	4.47	4.48	4.50	4.45	4.00
Special-MR	3.00	5.00	3.66	3.66	3.80	3.71	4.37	3.60	3.33	3.50	3.25	3.71	3.84	4.14	4.23	4.39	3.52	2.87
Special-Multi. Handi.	3.00	5.00	3.50	3.75	3.50	4.33	4.50	4.00	3.60	3.50	3.25	3.82	3.93	4.13	3.87	3.24	—	—
Special-Reading	3.00	—	3.28	3.33	3.91	3.33	4.14	4.00	2.83	3.16	2.50	3.39	3.73	4.21	4.23	4.27	4.09	3.96
Speech Path./Audiology	5.00	3.00	2.66	4.20	4.00	4.00	3.50	5.00	4.16	3.20	4.00	3.62	3.95	4.27	4.17	3.83	3.83	3.68
COMPOSITE	**2.36**	**3.13**	**2.93**	**3.02**	**3.09**	**3.37**	**3.52**	**3.11**	**3.14**	**3.01**	**2.73**	**3.14**	**3.20**	**3.39**	—	—	—	—

Regions are coded as follows: Alaska, Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast. Alaska and Hawaii are not included in the Continental United States totals.

5 = Considerable Shortage, 4 = Slight Shortage, 3 = Balanced, 2 = Slight Surplus, 1 = Considerable Surplus

— indicates data were not available

SOURCE: Association for School, College and University Staffing—James N. Akin

DATABANK

Relative Demand by Teaching Area and Year

Continental United States

	1983	1982	1981	1980	1979	1978	1976
Teaching fields with considerable teacher shortage................(5.00-4.25):							
Mathematics	4.75	4.81	4.79	4.80	4.68	4.40	3.86
Science-Physics	4.46	4.41	4.56	4.28	4.36	3.91	4.04
Data Processing	4.36	3.86	—	—	—	—	—
Science-Chemistry	4.30	4.13	4.42	4.18	4.09	3.97	3.72
Teaching fields with slight teacher shortage................(4.24-3.45):							
Science-Biology	4.10	3.86	3.98	3.50	3.49	3.11	2.97
Special Education (learning disabled)	4.09	4.20	4.47	4.48	4.50	4.45	4.00
Special Education (emotionally disturbed)	4.08	3.98	4.22	4.36	4.22	3.96	3.42
Vocational Agriculture	4.02	4.36	4.46	4.73	4.67	4.69	4.06
Industrial Arts	3.96	4.36	4.72	4.77	4.68	4.65	4.22
Bilingual Education	3.83	4.13	4.10	4.21	4.32	—	—
Special Education-Multi. Handicapped	3.82	3.93	4.13	3.87	3.24	—	—
Science-Earth	3.80	3.89	4.08	3.64	3.82	3.50	3.44
Special Education-Gifted	3.80	3.81	4.10	4.33	4.56	3.95	3.85
Special Education (mentally retarded)	3.71	3.84	4.14	4.23	4.39	3.52	2.87
Speech Path./Audiology	3.62	3.95	4.27	4.17	3.83	3.83	3.68
Teaching fields with balanced supply and demand................(3.44-2.65):							
Special Education-Reading	3.39	3.73	4.21	4.23	4.27	4.09	3.96
Business	3.24	3.47	3.50	3.80	3.65	3.52	3.10
School Psychologist	3.19	3.56	3.70	3.57	3.43	3.68	3.09
Library Science	3.09	3.12	3.31	3.58	4.26	—	—
Counselor-Elementary	3.03	2.72	3.05	3.38	2.96	3.00	3.15
Music-Instrumental	2.97	3.28	3.33	3.65	3.33	3.30	3.03
Driver's Education	2.94	2.77	2.87	2.98	3.06	2.63	2.44
English	2.90	3.21	3.37	3.51	2.78	2.30	2.05
Music-Vocal	2.89	2.95	3.06	3.32	2.97	3.03	3.00
Counselor-Secondary	2.83	2.79	3.13	3.76	3.03	3.31	2.69
Language, Modern-Spanish	2.77	2.68	2.95	3.34	2.88	2.84	2.47
Teaching fields with slight surplus of teachers................(2.64-1.85):							
Journalism	2.63	2.61	2.77	2.98	2.50	2.54	2.86
Language, Modern-French	2.59	2.49	2.58	2.68	2.49	2.15	2.15
Speech	2.51	2.76	2.65	2.50	2.47	2.48	2.46
Language, Modern-German	2.51	2.48	2.58	2.70	2.17	2.28	2.03
Home Economics	2.44	2.43	2.54	2.85	2.67	2.37	2.62
Social Worker (School)	2.27	2.34	—	—	—	—	—
Elementary-Intermediate	2.11	2.26	2.56	2.84	2.33	1.97	1.90
Elementary-Primary	2.11	2.02	2.24	2.77	2.19	1.84	1.78
Art	1.92	1.84	2.00	2.45	2.06	1.72	2.14
Teaching field with considerable surplus of teachers................(1.84-1.00):							
Health Education	1.76	1.90	2.24	2.17	2.16	2.38	2.27
Social Science	1.75	2.11	2.05	1.98	1.83	1.51	1.51
Physical Education	1.54	1.72	1.80	1.82	1.67	1.86	1.74

Key: 5 = Greatest Demand, 1 = Least Demand

— indicates data were not available

Based upon a survey of teacher placement officers

SOURCE: Association for School, College and University Staffing—James N. Akin

Average Salary Reports

		Special Education		Elementary/Secondary	
		Bachelors	Masters	Bachelors	Masters
REGION 1	1980-81	12,086	12,850	11,885	12,850
	1981-82	12,651	13,750	12,410	13,417
	1982-83	13,275	14,500	13,038	14,250
REGION 2	1980-81	11,612	12,537	11,612	12,537
	1981-82	12,505	13,510	12,505	13,510
	1982-83	13,000	14,922	13,707	14,772
REGION 3	1980-81	13,106	14,854	12,733	14,361
	1981-82	14,157	15,389	13,742	15,475
	1982-83	15,061	16,550	14,421	15,700
REGION 4	1980-81	11,424	13,981	11,224	13,032
	1981-82	13,291	15,438	12,758	14,883
	1982-83	12,789	—	12,051	—
REGION 5	1980-81	11,040	11,688	10,275	10,950
	1981-82	11,792	12,503	11,175	11,725
	1982-83	12,903	13,813	12,642	13,302
REGION 6	1980-81	11,524	12,450	11,014	12,425
	1981-82	12,078	13,396	11,496	12,567
	1982-83	11,750	12,750	12,000	12,750
REGION 7	1980-81	11,896	12,947	11,583	12,930
	1981-82	12,503	13,958	12,090	14,040
	1982-83	13,213	15,477	12,890	15,054
REGION 8	1980-81	11,000	11,750	11,000	11,750
	1981-82	11,875	12,500	11,875	12,500
	1982-83	12,875	13,875	12,875	13,875
REGION 9	1980-81	9,500	10,500	9,354	10,500
	1981-82	10,000	11,100	10,332	11,100
	1982-83	10,500	11,750	10,365	11,000
ALASKA	1980-81	21,000	24,000	21,000	24,000
	1981-82	22,000	25,000	22,000	25,000
	1982-83	22,000	25,000	22,000	25,000
HAWAII	1980-81	—	—	—	—
	1981-82	13,271	14,245	13,271	14,245
	1982-83	14,598	15,669	14,598	15,669

The above average salary reports for beginning teachers are from data furnished by survey respondents. The averages in some cases are based upon limited salary input, thus reliability is not assured.

Regions are coded as follows: Alaska; Hawaii; 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast.

— indicates data were not available

SOURCE: Association for School, College and University Staffing—James N. Akin

'Town-Gown' Projects

Continued from Page 14

logical literacy, according to Superintendent of Schools Wilmer S. Cody.

The University of Alabama at Birmingham is currently conducting a survey of local businesses to determine what skills they will require of future employees. University faculty members will work closely with school teachers and administrators to develop the new curricula.

Research on Effective Schools

In Seattle, Donald J. Steele Jr., superintendent of District I schools, is looking to the University of Washington primarily to provide research on effective schools, minority development, and parental attitudes.

"We're being pragmatic and asking the university to do what it does best—research. We think the university can help us become more competitive with the private schools," Mr. Steele says.

Conference Begins

Another organization concerned about improving the link between schools and colleges, the Carnegie Foundation for the Advancement of Teaching, will convene a meeting at Yale University on the subject this week.

Educators attending the "Excellence in Teaching: A Common Goal" conference will hear Ernest L. Boyer, the president of the foundation and a former U.S. commisioner of education, discuss the role of improved teacher education in developing stronger links between secondary and postsecondary institutions.

In addition, Gene Maeroff, education reporter for *The New York Times* and author of a special Carnegie report entitled *School and College: Partnerships in Education*, will discuss findings from his coast-to-coast study of the collaborative efforts that are now being firmly established.

Wayne State University Prof. Robert Thomas helps Detroit students gain 'hands-on' technical experience.

Progress in Special-Ed. Slows

Continued from Page 10

that little attention was given to inservice training for teachers despite a general consensus that training was important. "The fiscal restraints that interrupted expansion in programs and services during the past two years probably also inhibited the expansion of training," the researchers explained in the report.

Nevertheless, as a result of the school systems' incorporation of the law's provisions, and despite the financial problems, more handicapped children have been identified and helped than would have been without the federal law, according to the report.

That finding is supported in another report, "The Rights of Handicapped Students," prepared by the Law and Education Center of the Education Commission of the States (E.C.S.).

The report notes that public schools routinely excluded handicapped children 10 years ago. Now, more than 4 million handicapped students receive special-education services.

In general, the S.R.I. researchers also found that school principals and regular teachers have become more aware of special education and more accepting of handicapped children.

"Although various factors interacted in unique ways in each site, we investigated the relative importance of P. L. 94-142, compared with other factors, in causing change in special education over the past four years," the researchers explained.

Law Enhanced Change

They concluded that in the absence of the handicapped-education law, other factors such as school characteristics, court suits, and state regulations would have been less effective in bringing about changes. The law enhanced change, they said, "largely because of the legitimacy it gave educators and parents of handicapped children (and in many cases, because of the money associated with it)."

The researchers argue that instead of being the catalyst it once was, the law is now becoming more important as a "tool" for holding on to the gains that have been made in serving handicapped children.

Copies of the report can be obtained at a cost of $13 from the Social Sciences Center, S.R.I. International, 333 Ravenswood Ave., Menlo Park, Calif. 94025.

2/23/83 R4800-2A

POLITICS

Congressional pages see government in action, but struggle to fit formal schooling into a busy schedule.

See Page 12.

RELIGION

Constitutional questions surrounding the relation of church to state continue to swirl, as a federal judge rules against a moment-of-silence law in New Mexico, a Virginia group defends Bible classes, and proceedings begin in a federal suit over state control of private schools in Maine.

See This Page and Page 4.

SCIENCE

Responding to the "crisis" in science and mathematics education, a committee of the U. S. House of Representatives is working to put before the full House as soon as possible an "emergency" bill that would provide $250 million to school systems and state education agencies.

See Page 8.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 22 · February 23, 1983 *© Editorial Projects in Education*

Their Own Pace

Students Self-Taught in Me. Christian Schools

By Hope Aldrich

HARTLAND, ME.—When Jason Butler, 10, comes to school in the morning in this small town, population 1,500, he enters a world very different from that of most U. S. schoolchildren.

In the early morning light, colored red and yellow by stained-glass church windows, he sings religious songs ("It's a grand thing to be a Christian, it's the best thing I know") with 41 schoolmates who range from kindergarten to high-school age.

In a room in the annex of his church, The First Baptist Church of Hartland, he sits down to work at a desk with a red headboard, blue sides, a white chair, and two tiny Christian and U. S. flags propped beside his books.

It is a classroom where no teachers tell him what to do and no bells clang to mark the ends of study periods. Instead, Jason's day is controlled by a series of booklets, each with recurring pictures of a small girl drawn in comic-strip style who tells him what to do and when.

On the first page, the figure reminds him to "Ask Jesus to help" him define his goals and learn a Bible verse. Several pages of reading and exercises follow, and then the smiling face announces it is time for Jason to "score" himself at the "scoring station."

The school, Hartland Christian Academy, is one of nearly 70 fundamentalist schools that have been established in rural Maine in the last 10 years. Most are located in church basements or annexes

Continued on Page 14

Students learn on their own at fundamentalist schools.

Dogs, Metal Detectors Used in Search for Drugs, Weapons

By Susan Walton

In the New Orleans public schools, where a number of "weapons incidents" occurred during the 1981-82 school year, the school board gave preliminary approval this month to a plan that would allow some school personnel to use metal detectors to catch students carrying concealed weapons onto school grounds.

In Burbank, Calif., a district where a school official describes drug use as "probably less" than in many schools, the school board has given administrators the go-ahead to develop a plan that would bring specially trained dogs in to sniff out illicit drugs and other substances in students' lockers.

The two districts are responding to the problem of "contraband" in the schools in a fashion that is, although not routine, becoming increasingly common. Faced with the need to protect students, as well as to reduce the incidence of illegal behavior, school officials are using security tactics once confined to the military and to customs and law-enforcement agencies.

Often with the help of local police, they are using drug-detecting dogs (known in the military as "biosensors") and metal detectors to find concealed weapons. In many cases in which dogs are used, an equally important objective is to send a powerful message to the students and the community that, as one school official put it, "drugs and school don't mix."

"Obviously, the cause of all this has been drugs and weapons," said Ivan Gluekman, general counsel for the National Association of Secondary School Principals (N.A.S.S.P.). "Schools have tried to find ways

Continued on Page 16

Consolidation Plans Appear, and Disappear, in Some States

By Alex Heard

Chet M. Blaylock, a member of the Montana State Senate's education committee, introduced a school-district consolidation bill this year and learned firsthand just how volatile an issue consolidation can be. "It's not a pleasant thing. I was called everything but a decent human being."

Mr. Blaylock proposed a bill that would have provided financial incentives for the consolidation of 41 high schools that have fewer than 100 students and are less than 20 miles apart. (Any school more than 20 miles from any other would have been granted "isolated status," Mr. Blaylock said, and would not have been affected.)

Under Montana's finance formula, Mr. Blaylock said, the smaller a school is, the more state aid it receives per pupil, with the result that some schools receive as much as five times the amount of aid per pupil than others do. His bill would have removed the financial attractiveness of maintaining a school with fewer than 100 students.

Mr. Blaylock, who has been a superintendent of a 66-student school in northern Montana, said he believes that consolidation of the schools would save money and would increase educational opportunity for students—two arguments often advanced by consolidation proponents.

"When a school is that small, you have to ask teachers to teach in several disciplines, and they can't be equally prepared in all," he said. "And I just don't think you get a lot of mental stimulation in, say, an American history class with two students."

Continued on Page 17

Inter-District Suit For Desegregation Nears Settlement

St. Louis, Eight Districts Debate City-County Plan

By Tom Mirga

An inter-district desegregation lawsuit in St. Louis appeared near resolution last week as a federal district judge agreed to postpone for seven days a hearing to determine the liability of eight suburban school districts for segregation in the city's schools.

U. S. District Judge William L. Hungate granted the one-week recess last Wednesday after D. Bruce LaPierre, a Washington University law professor who was appointed "special master," informed him that parties to the lawsuit had agreed to an out-of-court settlement in principle but needed more time to work out its details.

See related stories on page 10.

Mr. LaPierre was appointed by Judge Hungate several weeks ago to bring the parties to the lawsuit together and to lead their negotiations. Lawyers for the city and suburban schools were ordered to appear before the judge again on Feb. 22.

School officials familiar with the lawsuit said that the private negotiations between lawyers for the city and the suburban schools, which continued throughout last week, focused on:

- The voluntary transfer of teachers between the city and suburban schools;
- The establishment of between 15 and 20 new magnet-school programs in suburban St. Louis County; and
- The establishment of a city-county "citizens' panel" that would oversee the voluntary desegregation effort and would eventually facilitate the court's withdrawal from jurisdiction in the case.

The school officials added that the negotiators had yet to reach agreement on the financing of the plan, the level of integration that would be acceptable to both the city and suburban schools, or a timetable for moving the issue out of active litigation.

John S. Foerstel, a spokesman for the city school system, said that lawyers for five of the eight suburban districts that are defendants in the lawsuit have agreed to the settlement.

Lawyers for the three remaining districts, he added, requested the extension "so they could go to their school boards, explain to them the details of the plan, and make

Continued on Page 9

THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

Praying in School . . .
A federal judge has struck down a New Mexico law that provides for a moment of silence in the state's schools. **Story on Page 4.**

. . . and Studying the Bible
A group of citizens in Virginia has launched a campaign to win broader support for Bible classes in public schools. **Story on Page 4.**

Since You Owe Us, We Owe You
Frustrated by the state's decision to withhold school aid, a Michigan district is withholding its payroll-tax payment. **Story on Page 4.**

Starting Earlier in Vermont
The legislature is considering an early-education program that would include children as young as 3 years old. **Story on Page 6.**

Raising Standards
Kentucky, South Carolina, and other states are joining the growing number that are raising graduation requirements. **Story on Page 6.**

This is the House That . . .
In one of the nation's oldest programs, Fairfax County (Va.) vocational students get on-the-job training by building houses. **Story on Page 7.**

In Defense of Children
The Children's Defense Fund criticizes the Administration's programs for the young and the poor. **Story on Page 8.**

In the Nation's Service
Bilingual-education advocates say support for their discipline will help strengthen the nation's stature in the world. **Story on Page 9.**

In the Congress's Service
In the time left over from running errands and delivering messages, pages find a few hours a day for schooling. **Story on Page 12.**

Associations Column....................17
Colleges Column 15
Commentary....................18 and 24
Computer Column........................11
Deaths 20
Events..20
Letters 19
Marketplace....................................23
New in Print....................................19
Washington News...............................8

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NATIONAL

President Proposes Tax-Credit Program For Private Schools

President Reagan, citing rising costs that are now putting private schools beyond the reach of many families, officially asked the Congress last week to provide tax credits of up to $300 per year for the parents of children who attend private schools.

It is of "great importance to the continued vitality of our society that parents have a meaningful choice between public education and the many forms of private education that are available," he said in a letter to the legislators.

The President noted that, at present, the parents of private-school children pay taxes for public schools and that "this additional cost has always severely limited the ability of lower-income families to choose the nonpublic educational alternative for their children."

"Rising costs are now putting private schools beyond the reach of a growing number of middle-income Americans as well," the President added.

Mr. Reagan's proposal would extend tax credits for 50 percent of private-school tuition paid by parents, with a maximum credit of $100 in fiscal 1983, $200 in 1984, and $300 in 1985. Parents with adjusted gross incomes of $40,000 or less would be eligible for the full credit, and those with incomes of between $60,000 and $40,000 could receive partial credits. Parents with incomes of more than $60,000 would not be eligible for the credits.

The President offered a similar proposal to the Congress last year, but it was never voted on.

Notification Rule For Contraceptives Is Barred by Court

The Reagan Administration was temporarily barred by a federal judge last week from requiring family-planning clinics that receive federal funds to notify parents when minor children receive prescription contraceptives.

U. S. District Judge Henry F. Werker issued a statement saying the Administration's rule "contradicts and subverts the intent of Congress." The Congress, he maintained, provided funds to the clinics to combat the problems of teen-age pregnancy."

The rule would have required the 5,000 clinics that receive funds from the Department of Health and Human Services to notify parents by mail within 10 days of providing prescription contraceptives to girls aged 17 or younger.

A preliminary injunction against the rule, which was scheduled to go into effect on Feb. 25, was issued in a lawsuit brought by the American Civil Liberties Union on behalf of New York State.

Other lawsuits against the regulation have been filed in Tennessee, West Virginia, and the District of Columbia.

E.C.S. Said To Lose Federal Contract For Assessment

The Education Commission of the States reportedly has lost a federal grant to operate the National Assessment for Educational Progress, a program that accounts for almost half of the organization's annual operating budget.

According to sources familiar with the project, the Denver-based commission was informally told early last week that the next five-year grant to run the N.A.E.P., which has long been the commission's largest project, would be awarded to the Educational Testing Service in Princeton, N. J.

In fiscal year 1982, the Education Department gave the E.C.S. $4.2 million to operate the assessment. The commission's total revenues that year were $8.7 million. The commission's assessment and evaluation division has operated the N.A.E.P. since July 1969.

An official at the commission who asked not to be identified said that the loss of the grant would lead to staff layoffs and possibly a restructuring of the organization's internal operations.

"Many people here were shocked . . ." the official said.

Federal Court Rules Against Paid Leave For Religious Use

An attempt by a Jewish schoolteacher to win more paid personal-leave days to attend religious services has been turned down in a federal court.

Gerald Pinsker, a teacher in a Denver suburban school, objected that his district only granted two days of paid personal leave per year, not enough to attend four days of services for Yom Kippur and Rosh Hashanah. He claimed the rule is unfair because the school calender allows Christian teachers to observe Christmas and Easter without losing pay.

A judge in U. S. District Court ruled this month, however, that the district does have the right to limit paid personal leave in these circumstances and that the regulation is not an infringement of Mr. Pinsker's First Amendment rights. The district permits unpaid time off for religious holidays.

Mr. Pinsker plans to appeal.

STATES

Mass. Study Finds Harmful Chemicals In Art Materials

A study conducted by the Massachusetts Public Interest Research Group has found that school districts throughout the state routinely purchase art supplies for student use that contain potentially harmful chemicals.

In its study of 21 school districts, the group found dangerous chemicals that have been linked to cancer—including asbestos—in art supplies such as clay, glass, paint sprays, rubber cements, thinners, shellacs, and markers.

The group also found evidence of methylene chloride and lead in products used by elementary and high-school students. In addition to cancer, the chemical substances have been known to cause damage to the heart, lungs, and central nervous system.

Mindy S. Lubber, program director for MASSPIRG, said that the group initiated the study after members heard reports that toxic art supplies were being used in other states. As a result of the group's study, according to Ms. Lubber, at least two of the districts have ordered art teachers to stop using the products identified in the report.

"I'm sure they are rethinking what they will buy and stock on their shelves," Ms. Lubber said. The 21 districts participating in the study have about 265,000 students—about 30 percent of all students in the state, according to Ms. Lubber.

She said the organization has drafted a bill, which is now being considered by the state legislature, that would require comprehensive labeling of art supplies.

Ariz. Panel Passes New Evolution Bill

A bill requiring that evolution be taught as theory rather than fact has been approved by the House Education Committee of the Arizona legislature.

The committee chairman, James Cooper, who sponsored the bill, said the legislation would require that, if a theory of evolution is taught in high schools, it be taught in a way that will not foster a disbelief in religion.

A similar bill was proposed last year but died in committee.

DATABANK

The Nation's 50 Largest School Districts, By Enrollment

Following is a directory of the 50 largest school districts in the nation, ranked from largest to smallest according to the enrollments they reported as of September 1982. The directory also includes the name, salary, and term of the current superintendent as reported by each district. Compiled by Ann Rickerich and Wendy McCarren.

NEW YORK CITY, N.Y.
New York City Public Schools
110 Livingston St.
Brooklyn, N.Y. 11201
(212) 678-2880
Frank J. Macchiarola, Chancellor
Salary: $78,000
(Mr. Macchiarola resigned last month, effective March 1. Deputy Chancellor Richard F. Halverson will be acting chancellor until a successor is selected.)
District enrollment: 904,000

LOS ANGELES, CALIF.
Los Angeles Unified School District
P.O. Box 3307
Terminal Annex
Los Angeles, Calif. 90051
(213) 625-6000
Harry Handler, Superintendent
Salary: $87,000
Contract expires: 6/84
District enrollment: 550,000

CHICAGO, ILL.
Chicago Board of Education
228 North LaSalle St.
Chicago, Ill. 60601
(312) 641-4400
Ruth B. Love, General Superintendent of Schools
Salary: $120,000
Contract expires: 3/85
District enrollment: 438,000

DADE COUNTY, FLA.
Dade County Public Schools
1410 N.E. 2nd Ave.
Miami, Fla. 33132
(305) 350-3268
Leonard Britton, Superintendent of Schools
Salary: $82,000
Contract expires: 5/84
District enrollment: 224,000

DETROIT, MICH.
Detroit Public Schools
5057 Woodward Avenue
Detroit, Mich.
(313) 494-1075
Arthur Jefferson, General Superintendent of Schools
Salary: $66,000
Contract expires: 6/85
District enrollment: 203,000

PHILADELPHIA, PA.
School District of Philadelphia
21st St. & Parkway
Philadelphia, Pa. 19103
(814) 299-7823
Constance E. Clayton, Superintendent of Schools
Salary: $68,000
Contract expires: 10/85
District enrollment: 202,000

HOUSTON, TEX.
Houston Independent School District
3830 Richmond
Houston, Tex. 77027
(713) 623-5561
Billy R. Reagan, General Superintendent
Salary: $96,000
Contract expires: 9/84
District enrollment: 198,000

HONOLULU, HAWAII
Hawaii State Department of Education
1390 Miller St.
Honolulu, Hawaii 96813
(808) 548-6583
Donnie H. Thompson, State Superintendent of Education
Salary: $45,900
Contract expires: no contract
District enrollment: 161,042

DALLAS, TEX.
Dallas Independent School District
3700 Ross Ave.
Dallas, Tex. 75204
(214) 824-1620
Linus Wright, General Superintendent
Salary: $93,000
Contract expires: 8/87
District enrollment: 127,000

BROWARD COUNTY, FLA.
The School Board of Broward County
1320 S.W. 4th St.
Fort Lauderdale, Fla.
(305) 765-6271
William T. McFatter, Superintendent of Schools
Salary: $61,825
Contract expires: 7/84
District enrollment: 124,404

FAIRFAX COUNTY, VA.
Fairfax County Public Schools
10700 Page Ave.
Fairfax, Va. 22030
(703) 691-2631
William J. Burkholder, Division Superintendent
Salary: $72,000
Contract expires: 6/85
District enrollment: 121,753

BALTIMORE, MD.
Baltimore City Public Schools
3 East 25th St.
Baltimore, Md. 21218
(301) 396-6859
Alice G. Pinderhughes, Interim Superintendent
(John L. Crew, Superintendent of Public Instruction, retired as of December 31, 1982. Ms. Pinderhughes will serve until a successor is selected.)
Salary: $65,000
District enrollment: 120,000

PRINCE GEORGES COUNTY, MD.
Prince Georges County Public Schools
Upper Marlboro, Md. 20772
(301) 952-4404
Edward J. Feeney, Superintendent of Schools
Salary: $69,109
Contract expires: 6/84
District enrollment: 111,800

SAN DIEGO, CALIF.
San Diego Unified School District
4100 Normal St.
San Diego, Calif. 92103
(619) 293-8418
Thomas W. Payzant, Superintendent of Schools
Salary: $75,000
Contract expires: 11/85
District enrollment: 110,696

HILLSBOROUGH COUNTY, FLA.
Hillsborough County School District
P.O. Box 3408
Tampa, Fla. 33601
(813) 272-4050
Raymond O. Shelton, Superintendent of Schools
Salary: $66,875
Contract expires: 6/85
District enrollment: 110,542

MEMPHIS, TENN.
Memphis City School System
2597 Avery Avenue
Memphis, Tenn. 38112
(901) 454-5444
W. W. Herenton, Superintendent of Schools
Salary: $61,525
Contract expires: 12/85
District enrollment: 107,000

DUVAL COUNTY, FLA.
Duval County School Board
1701 Prudential Drive
Jacksonville, Fla. 32207
(904) 390-2115
Herb A. Sang, Superintendent of Schools
Salary: $74,241
Contract expires: 6/86
District enrollment: 98,602

JEFFERSON COUNTY, KY.
Jefferson County Public Schools
P.O. Box 34020
Louisville, Ky. 40232
(502) 456-3251
Donald W. Ingwerson Superintendent
Salary: $69,345
Contract expires: 7/85
District enrollment: 94,792

MONTGOMERY COUNTY, MD.
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Md. 20850
(301) 279-3383
Edward Andrews, Superintendent of Schools
Salary: $74,000
Contract expires: 6/84
(Mr. Andrews announced last fall that he would step down a year early, in June 1983.)
District enrollment: 92,500

WASHINGTON, D.C.
District of Columbia Public Schools
415 12th St., N.W.
Washington, D.C. 20004
(202) 724-4222
Floretta Dukes McKenzie, Superintendent of Schools
Salary: $56,000
Contract expires: 6/84
District enrollment: 91,828

CLARK COUNTY, NEV.
Clark County School District
2832 East Flamingo Road
Las Vegas, Nev. 89121
(702) 736-5310
Robert E. Wentz, Superintendent
Salary: $73,000
Contract expires: 6/83
District enrollment: 89,428

BALTIMORE, MD.
Baltimore County Public Schools
6901 N. Charles St.
Towson, Md. 21204
(301) 494-4281
Robert Y. Dubel, Superintendent
Salary: $65,000
Contract expires: 7/84
District enrollment: 88,156

MILWAUKEE, WIS.
Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisc. 53201
(414) 475-8001
Lee R. McMurrin, Superintendent of Schools
Salary: $63,800
Contract expires: 6/83
District enrollment: 87,400

PINELLAS COUNTY, FLA.
School Board of Pinellas County
P.O. Box 4688
Clearwater, Fla. 33518
(813) 442-1171
Scott N. Rose, Superintendent of Schools
Salary: $59,900
Contract expires: 6/85
District enrollment: 85,185

NEW ORLEANS, LA.
New Orleans Public Schools
4100 Touro St.
New Orleans, La. 70122
(504) 288-6561
Charles Martin, Superintendent
Salary: $73,328
Contract expires: 8/87
District enrollment: 82,000

ORANGE COUNTY, FLA.
Orange County Public Schools
P.O. Box 271
Orlando, Fla. 32802
(305) 422-3200
James L. Schott, Superintendent
Salary: $65,000
Contract expires: 6/86
District enrollment: 78,000

JEFFERSON COUNTY, COLO.
Jefferson County Public Schools
1209 Quail St.
Lakewood, Colo. 80215
(303) 231-2222
John B. Peper, Superintendent
Contract expires: 6/85
Salary: $70,000
District enrollment: 77,343

ALBUQUERQUE, N.M.
Albuquerque Public Schools
P.O. Box 25704
Albuquerque, N.M. 87125
(505) 842-3633
Francisco D. Sanchez, Superintendent of Schools
Salary: $60,000
Contract expires: 6/83
District enrollment: 75,104

DEKALB COUNTY, GA.
DeKalb County School District
3770 North Decatur Rd.
Decatur, Ga. 30032
(404) 296-1700
Robert R. Freeman, Superintendent
Salary: $61,667
Contract expires: 6/86
District enrollment: 74,968

CLEVELAND, OHIO
Cleveland City School District
1380 East Sixth St.
Cleveland, Ohio 44114
(216) 574-8212
Frederick D. Holliday, Superintendent
Salary: $80,000
Contract expires: 7/85
District enrollment: 77,419

CHARLOTTE, N.C.
Charlotte-Mecklenburg Schools
P.O. Box 30035
Charlotte, N.C. 28230
(704) 379-7136
Jay M. Robinson, Superintendent
Salary: $63,268
Contract expires: 6/85
District enrollment: 72,162

PALM BEACH, FLA.
The School Board of Palm Beach County
3323 Belvedere
West Palm Beach, Fla. 33402
(305) 684-5000
Thomas Mills, Superintendent of Schools
Salary: $65,320
Contract expires: 6/85
District enrollment: 72,000

COLUMBUS, OHIO
Columbus Public Schools
270 East State St.
Columbus, Ohio 43215
(614) 225-2888
James G. Hyre, Superintendent of Schools
Salary: $64,000
Contract expires: 7/85
District enrollment: 69,417

ATLANTA, GA.
Atlanta Public Schools
224 Central Ave., SW
Atlanta, Ga. 30335
(404) 659-3381
Alonzo A. Crim, Superintendent
Salary: $67,500
Contract expires: 7/86
District enrollment: 68,000

NASHVILLE, TENN.
Metropolitan Public Schools of Nashville-Davidson County
2601 Bransford Ave.
Nashville, Tenn. 37204
(615) 259-8419
Charles O. Frazier, Director of Schools
Salary: $50,000
Contract expires: 6/85
District enrollment: 66,328

MOBILE, ALA.
Mobile County Public School System
P.O. Box 1327
Mobile, Ala. 36607
(205) 690-8250
Abe L. Hammons, Superintendent
Salary: $63,800
Contract expires: 6/83
District enrollment: 65,648

ANNE ARUNDEL COUNTY, MD.
Anne Arundel County Public School System
2644 Riva Rd.
Annapolis, Md. 21401
(301) 224-5304
Edward J. Anderson, Superintendent of Schools
Salary: $62,640
Contract expires: 6/84
District enrollment: 65,493

FORT WORTH, TEX.
Fort Worth Independent School District
3210 West Lancaster
Fort Worth, Tex. 76107
(817) 336-8311
I. Carl Condoli, Superintendent of Schools
Salary: $73,000
Contract expires: 7/84
District enrollment: 64,629

GRANITE COUNTY, UTAH
Granite School District
340 East 3545 South
Salt Lake City, Utah 84115
(801) 268-8111
John R. Call, Superintendent of Schools
Salary: (Not available)
Contract expires: 12/83
District enrollment: 63,324

DENVER, COLO.
Denver Public Schools
900 Grant St.
Denver, Colo. 80203
(303) 837-1000
Joseph E. Brzeinski, Superintendent
Salary: $62,000
Contract expires: 6/85
District enrollment: 61,548

SAN FRANCISCO, CALIF.
San Francisco Unified School District
135 Van Ness Ave., Room 209
San Francisco, Calif. 94102
(415) 565-9450
Robert F. Aliotu, Superintendent of Schools
Salary: $68,500
Contract expires: 7/85
District enrollment: 60,718

SAN ANTONIO, TEX.
San Antonio Independent School District
141 Lavaca
San Antonio, Tex. 78210
(512) 299-5506
Victor Rodriguez, Superintendent of Schools
Salary: $62,000
Contract expires: 6/85
District enrollment: 59,137

BOSTON, MASS.
Boston Public Schools
26 Court St.
Boston, Mass. 02108
(617) 726-6200
Robert R. Spillane, Superintendent of Schools
Salary: $60,000
Contract expires: 6/86
District enrollment: 59,000

ST. LOUIS, MO.
St. Louis Public Schools
911 Locust St.
St. Louis, Mo. 63101
(314) 231-1299
Jerome B. Jones, Superintendent of Schools
(Mr. Jones's contract begins March 1. Ronald Stodghill is serving as Interim Superintendent of Schools until Mr. Jones takes office.)
Salary: $70,000
Contract expires: 3/87
District enrollment: 59,000

POLK COUNTY, FLA.
Polk County Public School Board
P.O. Box 391
Bartow, Fla. 33830
(813) 534-1511
R. Clem Churchwell, Superintendent of Schools
Salary: $50,000
Contract expires: 12/84
District enrollment: 58,000

JEFFERSON COUNTY, LA.
Jefferson Parish School Board
519 Huey P. Long Ave.
Gretna, La. 70053
(504) 367-3120
David DeRuzzo, Superintendent
Salary:$60,000
Contract expires: 6/85
District enrollment:56,951

BATON ROUGE, LA.
East Baton Rouge Parish Schools
P.O. Box 2950
Baton Rouge, La. 70821
(504) 926-2790
Raymond G. Arbeson, Superintendent
Salary: $60,637
Contract expires: 1/86
District enrollment: 56,137

INDIANAPOLIS, IND.
Indianapolis Public Schools
120 East Walnut St.
Indianapolis, Ind. 46204
(317) 266-4411
James A. Adams, Superintendent
Salary: $74,650
Contract expires: 6/86
District enrollment: 56,512

VIRGINIA BEACH, VA.
Virginia Beach City Public Schools
Box 6038
Virginia Beach, Va. 23451
(804) 427-4326
Edward E. Brickell, Division Superintendent
Salary: $72,818
Contract expires: 6/15
District enrollment: 55,400

TUCSON, ARIZ.
Tucson Unified School District
1010 E. Tenth St.
Tucson, Ariz. 85719
Merrill A. Grant, Superintendent
Salary: $63,000
Contract expires: 6/84
District enrollment: 53,970

New Criteria Agreed To For Ala. Teacher Training

By Cynthia Smith
Special to Education Week

MONTGOMERY, ALA.—The Alabama board of education voted last week to use teacher-certification-test results as a basis for identifying teacher-training programs in the state's colleges that could be disapproved upon the recommendation of a special review team.

The resolution calls for programs that remain on a target list for four consecutive years to lose board approval automatically.

Currently, teacher candidates must complete a board-approved education program and pass two teacher-certification tests before they can earn a license to teach. Teachers must pass a test in basic professional studies and a second test in their subject area.

The new board resolution links teacher candidates' performance on the tests to the quality of their teacher-training program.

Special Review Team

The proposal adopted calls for using test results to target programs with high student-failure rates, but would base the board's decision to revoke a program's approved status on the findings of a special review team.

The resolution calls for programs in which fewer than 6 of 10 students passed the tests to be placed on target lists.

Then university officials will have the choice of changing the program or improving it.

The state education department would also send a review team to study the school's program and make recommendations for improvement.

If after four consecutive years on the target list the college was unable to improve the test scores of its graduates, the education board could rescind its approval of the program.

John Tyson Jr., the board member who introduced the measure, said it was changed several times to take college officials' fears into consideration and to remove requirements that may have been unfair. For example, the original proposal required that 70 percent of all examinations administered by a program receive passing grades to retain board approval. That was changed to stipulate that 60 percent of a program's students taking the tests be required to pass in order for a program to retain its board approval.

Mr. Tyson described this as a compromise with black university officials who claim the teacher tests are racially biased.

Another board member said the resolution had been "compromised to the point of its being no good."

"I think the thing is so emasculated that all it's going to do is cause problems and cause paper work," he said.

Mr. Tyson defended the plan by saying the board would be on unsound legal ground if it used only the test as a basis for eliminating college programs. He said other compromises would not weaken the proposal but would encourage black officials to review their programs.

The superintendent is required to compile the target list. The list will be released after students' names are verified with universities and after some programs are disqualified.

For example, a program will be dropped if fewer than 10 students at any one school have taken the tests. Programs will also be dropped if more than half the students taking a test have failed on a statewide basis.

University officials had opposed earlier resolutions because they contained no loophole for small programs, such as those for teachers of the deaf or multi-handicapped, and because they questioned the validity of some of the certification tests.

Two States Increase Standards

Continued from Page 6

them. Superintendent of Education Charlie G. Williams has also proposed a 41-point plan to "accelerate progress and improvements" in the schools.

That plan stresses early-intervention programs for students with academic difficulties and increases in teachers' salaries. *(See Education Week, Feb. 9, 1983.)*

● In Maryland, the state board of education has requested that the state department of education initiate a three-year study of the nature and character of secondary education in the state's public schools.

The study will be led by an appointed panel that will assess "critical issues," including the establishment of new graduation requirements, revision of the curriculum, and the introduction of educational technology and experimental programs into the schools.

The group will "examine the philosophy, programs, principles, and standards which provoke direction for the Maryland public high schools," according to a document from the department of education.

Leading the Maryland High School Project study is a 20-member panel of citizen representatives, superintendents, school-board members, a university official, a guidance counselor, and high-school principals and teachers.

● A recommendation to the regents of the University of Wisconsin by a 16-member council urges that all college-bound students in the state pursue an academic program that includes four years of English, three years of mathematics, science, and social studies, and at least two years of a foreign language.

The council's report, *Preparation for College*, advises that "preparing well in high school broadens the choice of college majors and career opportunities available to students."

"The college years are also more productive and enjoyable for students who have the tools to work efficiently and without the need for remedial work that might add time and cost to their education."

The council was appointed by State Superintendent Herbert J. Grover and Robert M. O'Neil, president of the University of Wisconsin system.

COMPUTERS

The Control Data Corporation this month announced a large-scale plan to use computers to expand pre-engineering education at 110 colleges and universities—and, eventually, to bring such programs to the high schools.

The company, which officials said will spend $6 million on the program, will donate more than 400 microcomputers and PLATO software programs to the colleges, which will be selected this spring.

After using the equipment for several months, the colleges will submit proposals for using the PLATO software for pre-engineering courses in high schools and for developing other computer-based education programs.

Among the subjects to be covered by PLATO—an acronym for Programmed Logic for Automatic Teaching Operations—are calculus, chemistry, computer programming with FORTRAN, electrical engineering, fluid mechanics, physics, thermodynamics, and writing.

There are more than 8,000 hours of instruction—mostly for use in elementary and secondary schools—stored in Control Data's CYBER-205 computer in Arden Hills, Minn., company officials said. Those programs are now being converted for use on microcomputers.

The company plans to seek governmental and business aid in increasing the number of PLATO programs for colleges, officials said.

☐

Students at two Portland, Ore., high schools have been speaking regularly with students in Japan as part of foreign-language classes.

The American Bell Telephone Company last month installed equipment at Lincoln High School and Cleveland High School that gives and receives satellite signals. Students at the schools sit around a table and converse freely for about a half-hour in each session with students in the city of Sapporo.

The project is relatively inexpensive—about $90 a month to rent the "quorem linear ray microphone system," and another $50 for the half-hour toll call.

The "bugs" still have to be eliminated from a similar telecommunications hookup to a school in Moscow, said Colin Karr-Morse, the director of the office of instructional technology for Portland's schools.

The telephone hookup is the latest step in what Mr. Karr-Morse says is the system's attempt to extend technological advances beyond microcomputers. Other projects already under way include training for staff members via cable television and a computer link between the district's magnet business school and governmental agencies.

The system is also considering installing a central computer that can transmit educational programs to home computers. That project, which would require families to buy keyboards to hook up to their T.V. sets, would offer "totally interactive" programs now usually used with microcomputers.

☐

Union College, a liberal-arts college in Lincoln, Neb., will put a computer terminal in every dormitory room by the fall 1983 semester.

The 1,000-student college will install 450 Applied Digital Data Systems minicomputers in each of two dormitories for word-processing and use in business, science, music, and language courses. The terminals will be connected to the college's Hewlett-Packard mainframe computer.

The idea to give every student regular access to a computer came from the college's president, Dean Hubbard, in a meeting with alumni.

A spokesman for the college said administrators had considered buying microcomputers—the personal computers that have been used more frequently in homes and schools in recent years—but instead opted for minicomputers to allow access to mainframe programs.

For the 300 students who commute to class, the college will continue to operate its computer center with 35 terminals.

The college, which will require students to complete three credit-hours of computer science to graduate, will also encourage teachers to use computers by lending them microcomputers and offering a 30-percent rebate on purchases.

The total cost of the program will be about $500,000, the college spokesman said. Students will help pay for it with a $150 tuition increase and alumni will pay the rest.

A growing number of colleges have announced plans to require each undergraduate to buy a computer.

☐

Under an Industry Department program, Great Britain's 33,000 elementary and secondary schools are acquiring microcomputers for classroom use.

Each of the country's 6,000 high schools already has at least one computer under a subsidization program that was expanded last year to include elementary schools. This second phase will cost about $38 million by next year, an official said.

Under the plan, each school sends two teachers to a microelectronics training program.

☐

If you own a television set, you can start using a computer for about $100. Since Timex Inc. introduced the Sinclair 1000 last September for $99, the company has been challenging Commodore for first place in world computer sales.

The 12-ounce machine—really just a keyboard that can be hooked up to a T.V.—has a small memory of 2 bytes. It can handle family budgets, small games, and other simple programs. Industry officials have praised the Sinclair as a good way of eliminating many people's fear of computers.

Texas Instruments last month introduced a more powerful machine (4.2 bytes), the T.I.-99/2 Basic Computer, for $99.95.

The T.I. machine has a more sophisticated keyboard—with raised keys instead of the Sinclair's flat, pressure-point board—and can be supplemented with more extras like printers. The programs that will be available this spring teach programming in the BASIC language.

Computers that are priced at just over $100 include Warner Communications' Atari 400, Commodore International's V.I.C.-20, and Radio Shack's T.R.S.-80/2. —C.E.

R4800 - 7A

A MODEL SCHOOL

The Oyster School is said to be like a European bilingual school. Those who know it contend that it has succeeded.

See Page 7.

A PILOT PROGRAM

The Dade County school system, with its large Hispanic enrollment, has been using transitional bilingual education. Now it proposes to test the "immersion" method—a move that school officials hope will answer the question of what works best.

See Page 4.

A NEW CHIEF

William Honig, California's new superintendent of public instruction, outlines some of his plans to reverse the state's "permissive" style of education, which he criticized frequently during his costly and hard-fought campaign.

See Page 12.

EDUCATION WEEK

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Educators Seek Solutions to 'Crisis' in Teaching

Yale Meeting Explores Collaborative Efforts

By Sheppard Ranbom

New Haven, Conn.—In what may be an indication of how serious the concern over the "crisis of quality" within the nation's teaching profession has become, the chief state school officers of 38 states, in an unprecedented move, met late last month at Yale University with the presidents of more than 40 of the nation's leading colleges and universities to discuss ways they can cooperate to get more academically able people into teaching while keeping the best of those who are already in the profession.

The purposes of the meeting, conference participants said, were to begin to break down the "tremendous prejudice against public-school teaching" that exists on many college campuses, to share ideas about successful school-college collaborations, and to encourage dialogue between state education officials and the leaders of the nation's institutions of higher education.

Expressed throughout the conference discussions was the view that if teacher training is to be improved and if more able students are to be attracted to the teaching profession, colleges and universities must commit more than just their education schools to the task. Many conference participants, especially university presidents, asserted that too many education programs are undistinguished.

Prestige, Power, Preparation

The participants agreed, however, that "a climate now exists" to mount a broad national attack on the pervasive problems of the "prestige, power, pay, and preparation" of America's schoolteachers.

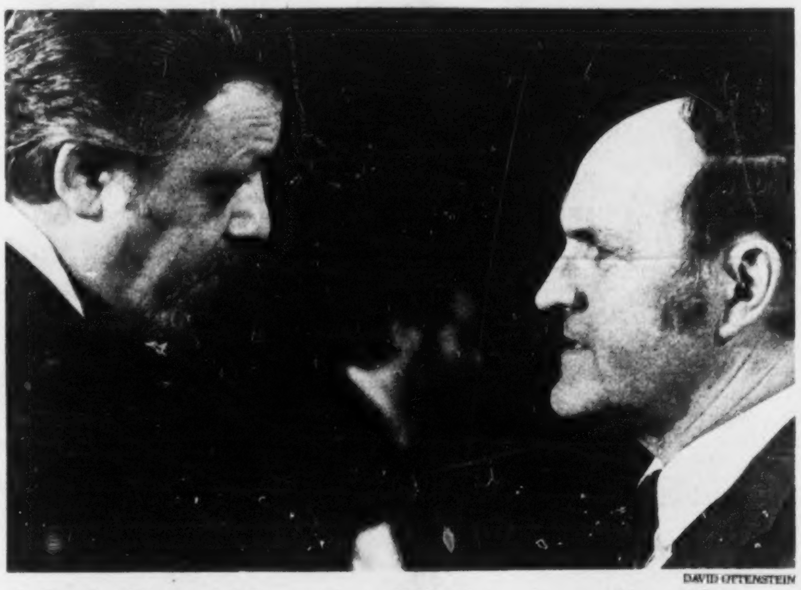
The unusual conference was sponsored by the Carnegie Foundation for the Advancement of Teaching, Yale, the Andrew W. Mellon Foundation, and the Council of Chief State School Officers.

Though the participants did not directly confront the problems of power and pay, they did discuss the need for innovative programs to provide incentives to entice good students into teaching and to retain the best of those now teaching.

They also exchanged information about programs that they said they believed would help improve school curricula and encourage "the intellectual renewal" of teachers.

"The fact that the nation's leading educators from schools and colleges met at Yale, an academic jewel box, to discuss specific

Continued on Page 10



DAVID OTTENSTEIN

A. Bartlett Giamatti, left, president of Yale University, speaking with Calvin M. Frazier, president of the Council of Chief State School Officers.

Administration Considers New E.D. Proposal

By Eileen White

Washington—Reagan Administration officials, whose 1981 proposal to reduce the Cabinet-level Education Department to a small foundation was rebuffed by the Congress, have designed a new proposal for reorganizing the department, sources said last week.

An outline of the new plan, which "is ready to be trial-tested on Capitol Hill," has been sent to Edwin Meese 3d, the Presidential counselor, the sources said. Mr. Meese had been scheduled to meet with Secretary of Education Terrel H. Bell to discuss the plan last Wednesday, but the meeting was inexplicably cancelled, the sources said.

The new design was sent to the White House as President Reagan, speaking at the Conservative Political Action Conference here late last month, promised a "renewal of his commitment to abolish the Ed-

Continued on Page 13

Better Proposal Said To Win Assessment Project for E.T.S.

By Eileen White

Correspondent John Chaffee Jr. in Denver contributed to this report.

Washington—The federal government will transfer responsibility for administering the National Assessment of Educational Progress from a state-supported consortium to the Educational Testing Service (E.T.S.) because the E.T.S. has promised to implement a wide range of improvements in the assessment, a government spokesman said last week.

The testing service—which administers standardized achievement tests, including the Scholastic Aptitude Test—last month won a competition for the $20.3-million, five-year grant to run the assessment, which has been administered since 1969 by the Education Commission of the States.

Student achievement is measured annually by the assessment, through tests given to 9-, 13-, and 17-year olds.

Winning Proposal

The E.T.S.'s winning proposal, according to Jeffrey Schiller, who oversees the assessment for the National Institute of Education, included plans to "use more state-of-the-art procedures in test development" and to "orient its analyses of the results more toward state and local policymakers."

But the executive director of the interstate commission last week contended that the E.T.S. won the grant in part because two officials of the testing service were involved in an evaluation of the assessment in 1981.

Robert C. Andringa said the E.T.S. "had it easier" because its president, Gregory R. Anrig, and the official who will run the assessment for the E.T.S., Archie E. Lapointe, "had total access to the national assessment data, staff, and records."

Mr. Lapointe was a co-director of the foundation-supported study that analyzed and recommended changes in the assessment; Mr. Anrig served on a seven-member advisory committee for the project. *(See Education Week, Jan. 12, 1982.)*

In a telephone interview, Mr. Anrig ac-

Continued on Page 13

'Equal' Access to Computers in Education Could Become Major Issue, Experts Warn

By Charlie Euchner

Access to computers, both sides of a 20-year-old desegregation controversy in San Francisco agreed in a recent voluntary settlement, is becoming an integral part of elementary and secondary education—and one in which poorer students are usually left behind.

The December agreement of the two sides and the judge presiding over the case to create a special school for computer training underscored the position of a growing number of educators that access to computers and computer training is further separating education's "haves" from its "have-nots." And some note that the widespread use of the new technology is such a profound development that the inequities could threaten the basic value of free access to public education.

"We're training an elite set of people," said Carolyn Marvin, assistant professor of communication at the Annenberg School of Communications at the University of

Continued on Page 15

IN SUMMARY

Controversial Pilot Program in Miami
Dade County, which now offers transitional bilingual education, plans to experiment with the "immersion" method. **Story on Page 4.**

Stern Admonition in New Jersey
The commissioner of education warns superintendents that many inservice programs "demean" the profession. **Story on Page 4.**

A Commitment to Self-Improvement
Jesuits are involved in a lengthy process to enhanse both academic and Christian values in their high schools. **Story on Page 6.**

'Consumer Sovereignty' in Education
Conservative groups meeting in Washington call for school reforms and support vouchers and tax credits. **Story on Page 8.**

Mainstreaming the 'Learning Disabled'
Problems arise as more handicapped students are taught in regular classes by non-special-education teachers. **Story on Page 8.**

State v. Church
The first federal trial involving state regulation of religious schools begins in Maine. **Story on Page 9.**

Nearly Unanimous
All but one of the 23 suburban districts in the St. Louis desegregation suit have agreed to a voluntary plan. **Story on Page 10.**

A Close Decision by the High Court
The U. S. Supreme Court rules 5-4 that a school board may limit access to a district's inter-school mail system. **Story on Page 10.**

The P.T.A. Goes to Washington
Federal officials find little support for vouchers and tax credits at the National P.T.A.'s legislative conference. **Story on Page 11.**

Arts Column....6
Associations Column....18
Commentary....19 and 24
Events....20
For the Record....11
Hearings....13
Honors....20
In Federal Agencies....11
Letters....19
Marketplace....23
New Bills....13
Private Grants....21
Vocational Education Column....8
Washington News....10

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

School-Lunch Study Claims Reductions In Fraud and Abuse

The Agriculture Department released a report last week that it claims proves that the new school-lunch application forms schools began using last year "are helping to curb fraud and abuse" in the $438-million program.

Beginning in the fall of 1981, applications for free and reduced-price lunches were required to include the Social Security numbers of all adult household members and a listing of their current incomes. Previously, the forms had asked only for names, household size, total income, and the signature of the child's parent or guardian.

The study, which examined 13 school districts across the country, found that the new applications resulted in 10-percent fewer applications being approved for free-meal benefits. Furthermore, the schools reported that reduced-price eligibility was reduced by 15 percent at schools where the new forms were being used as compared to those where old forms were still in use.

The report also contended that the new applications resulted in the reporting of an average annual increase in income of more than $500, "suggesting that the new application is at least partially sucessful in preventing income underreporting."

"It looks like the new application process is working effectively against misstatements of income in the school-lunch program," said Assistant Secretary of Agriculture Mary Jarratt in a prepared statement. "That means money available for special assistance for free and reduced-price meals is going to those for whom it was intended—the needy."

Special Ed. Rule Bars State Workers As Hearing Officers

Employees of state education departments will no longer be permitted to serve as administrative hearing officers when parents appeal school districts' decisions regarding special education, according to a new rule proposed by the Education Department.

Although an announcement of the changes has not yet been made in the *Federal Register*, the department has informed states—half of which currently use their employees as hearing officers—that they must end the practice.

Two federal appeals courts have held that the practice violates students' due-process rights, according to a spokesman for the department's office of special-education programs.

The department had included the hearing-officers regulation in a set of regulations proposed last August, but the rule was withdrawn when the entire package of regulations—some of which were considered controversial—was withdrawn for further consideration.

National Math 'Bee' To Be Held in 1984

A new national mathematics competition, designed to improve the mathematical know-how of junior-high-school students, has been announced by a coalition of private industry, government, and education groups.

Called "MATHCOUNTS," the program is sponsored by the National Society of Professional Engineers, the National Council of Teachers of Mathematics, the C.N.A. Insurance Companies, and the National Science Foundation.

The program has two components, according to the sponsors. First, working with materials provided by the MATHCOUNTS program teachers will coach junior-high students in accelerated topics in mathematics—linear algebra, probability and statistics, and polynomials, for example.

After working with the materials, students will be eligible to participate in a series of local, state, and national competitions.

The students will compete in both oral and written examinations, individually and in teams. The finalists will compete in a national competition, which will be held in Washington.

The sponsors chose junior-high students because "this is the age of greatest impact, when students are forming lifelong attitudes towards math and technology."

STATES

Florida Governor Proposes Increase In Education Budget

Gov. Robert Graham's proposed budget for the fiscal year 1983 would provide a substantial increase in funding for education. In his proposal, presented to the Florida legislature last week, the Governor recommended $3.4 billion for education—up $350 million from the current budget.

The increased spending would be paid for through a series of proposed tax increases, including an increased tax on alcoholic beverages, a rise in taxes on stocks and bonds, and an increase in the "required local effort"—that is, property taxes for public education. The property-tax provision would bring in an estimated $241 million in fiscal 1983, and $194 million the following year.

The new funds would be used for a variety of programs, some of which were suggested by a recent report issued by the Governor's Commission on Secondary Education, according to a spokesman for Governor Graham.

Teachers' salaries would go up an average of about $4,000 over the next two years, with $1,800 of that to be provided next school year. Currently, the average salary for teachers in the state is $18,540; by the end of fiscal 1983, it would increase to $20,121.

The Governor's proposal also includes several measures designed to improve mathematics and science education. During fiscal 1983, the Governor proposes to spend $2.87 million to fund inservice programs for teachers in these fields. Another $2.4 million would be spent on a mathematics and science "adjunct faculty" program, which would bring technically trained industry personnel into the schools for a year. The Governor has also proposed a summer enrichment program for *students who have a strong interest* in these fields and a tutorial program that would pay teachers to work after school with students who wanted to do extra work in these areas.

Ohio Senate Passes Income-Tax Increase

The Ohio Senate last week approved a permanent 90-percent increase in the state's personal income tax, putting into place the last major piece of Gov. Richard F. Celeste's package of budget-balancing tax hikes and spending reductions.

Although the proceeds from the income-tax increase will not avert a $190-million cut in aid to elementary and secondary education this spring, part of the new revenue will be used to replenish the state's emergency loan fund for schools. State officials expect high demand for the emergency loans as districts try to cope with a 9-percent average cut in general state aid for the re-

DATABANK

The Size and Shape of Public-School Systems, Fall 1980

In the fall of 1980, according to the 27th annual survey by the National Center for Education Statistics, the number of students in the nation's public schools declined by more than half a million from the previous year's reported total of 41,645,469; the number of "full-time equivalency" classroom teachers rose by about 100 over 1979's reported total of 2,184,000.

Between 1972—when the decline in pupils was first reported, and 1980—total public-school membership declined by 4.8 million, according to N.C.E.S. Decreases in membership between the fall of 1979 and the fall of 1980 were reported by 40 states and the District of Columbia, but 11 states, including some noting overall decreases, reported increases in elementary-school enrollments.

There were 672 fewer public schools in 1980 than in 1979, and 2,344 fewer than existed in the fall of 1976.

Following are selected statistics from the report, Statistics of Public Elementary and Secondary School Systems: Schools, Pupils, and Staff, Fall 1980.

Percent Change in Public-School Membership: Fall 1979 to Fall 1980

State	Percent	State	Percent
Decrease			
Connecticut	-6.2	Hawaii	-2.1
District of Columbia	-5.8	Virginia	-2.0
Delaware	-4.5	Montana	-1.9
South Dakota	-4.0	New Hampshire	-1.9
Rhode Island	-3.7	Kansas	-1.8
Maryland	-3.5	North Carolina	-1.8
Ohio	-3.4	New Mexico	-1.6
New York	-3.3	Tennessee	-1.4
Missouri	-3.2	Massachusetts	-1.3
New Jersey	-3.2	Arkansas	-1.2
Wisconsin	-3.2	West Virginia	-1.2
Minnesota	-3.1	Kentucky	-1.1
Pennsylvania	-3.0	Mississippi	-1.0
Illinois	-2.9	Oklahoma	-1.0
Louisiana	-2.9	Georgia	-0.9
Indiana	-2.6	South Carolina	-0.9
Iowa	-2.6	Washington	-0.9
Vermont	-2.6	Colorado	-0.8
Nebraska	-2.4	North Dakota	-0.7
Alaska	-2.3	Oregon	-0.5
Maine	-2.3		
Increase			
Utah	3.2	Arizona	0.9
Wyoming	2.9	Alabama	0.6
California	1.7	Michigan	0.3
Nevada	1.2	Idaho	0.2
Texas	1.0	Florida	0.1

Employment in Public Education

Staff	Fall 1980	Fall 1979	Percent change	Number difference
Total	4,192,000	4,063,000	3.2	130,000
Official/ administrative	165,000	156,000	5.8	9,000
Professional educational	2,339,000	2,332,000	0.3	7,000
Other professionals	108,000	89,000	20.4	18,000
Nonprofessionals	1,581,000	1,485,000	6.5	96,000

Largest Shifts in Size of Teaching Staffs, From Fall 1979 to Fall 1980

State	Percent change in teachers	Percent change in enrollment
Wyoming	22.1%	2.9%
Alabama	13.2	0.6
Maine	9.6	-2.3
Utah	9.2	3.2
Georgia	8.1	-0.9
District of Columbia	-11.9	-5.8
New Hampshire	-10.4	-1.9
Oregon	-6.8	-0.5
Nebraska	-6.3	-2.4
Delaware	-6.6	-4.5

Pupils, Teachers, and Schools, Pupil/Teacher and Pupil/School Ratios, By State: 1980

State	Number of students	Number of teachers	Number of schools	Pupil/ teacher ratio	Pupil/ school ratio
50 States and D.C.	**40,986,509**	**2,183,538**	**86,253**	**18.8**	**475**
Alabama	758,721	36,172	1,465	21.0	518
Alaska	86,514	5,225	433	16.6	200
Arizona	513,790	25,713	940	20.0	547
Arkansas	447,700	24,078	1,188	18.6	377
California	4,118,022	193,846	7,078	21.2	582
Colorado	546,033	29,840	1,280	18.3	427
Connecticut	531,459	34,584	1,045	15.4	509
Delaware	99,403	5,626	184	17.7	540
District of Columbia	100,049	5,238	187	19.1	535
Florida	1,510,225	73,983	2,084	20.4	725
Georgia	1,068,737	56,514	1,833	18.9	583
Hawaii	165,068	7,165	230	23.0	718
Idaho	203,247	9,938	550	20.5	370
Illinois	1,983,463	108,064	4,304	18.4	461
Indiana	1,055,589	53,099	2,079	19.9	508
Iowa	533,857	32,745	1,793	16.3	298
Kansas	415,291	26,366	1,541	15.8	269
Kentucky	669,796	32,892	1,407	20.4	476
Louisiana	777,560	43,930	1,522	17.7	511
Maine	222,497	11,775	819	18.9	272
Maryland	750,665	40,863	1,322	18.4	568
Massachusetts	1,021,885	64,987	2,264	15.7	451
Michigan	1,865,835	84,377	3,837	22.1	486
Minnesota	754,318	44,142	1,870	17.1	403
Mississippi	477,059	25,933	1,057	18.4	451
Missouri	844,648	48,878	2,189	17.3	386
Montana	155,193	9,370	782	16.6	198
Nebraska	280,430	16,796	1,697	16.7	165
Nevada	149,461	7,129	276	21.0	542
New Hampshire	167,232	8,448	456	19.8	367
New Jersey	1,246,008	76,550	2,401	16.3	519
New Mexico	271,198	14,089	619	19.2	438
New York	2,871,004	155,320	4,143	18.5	693
North Carolina	1,129,376	56,222	2,032	20.1	556
North Dakota	116,885	7,375	719	15.8	163
Ohio	1,957,381	100,527	3,958	19.5	495
Oklahoma	577,807	33,901	1,895	17.0	305
Oregon	464,599	22,596	1,303	20.6	357
Pennsylvania	1,909,292	109,926	3,734	17.4	511
Rhode Island	148,320	9,192	324	16.1	458
South Carolina	619,223	32,214	1,153	19.2	537
South Dakota	128,507	7,964	751	16.1	171
Tennessee	853,569	41,162	1,741	20.7	490
Texas	2,900,073	159,531	5,522	18.2	525
Utah	343,618	13,694	637	25.1	539
Vermont	95,815	6,476	390	14.8	246
Virginia	1,010,371	57,027	1,794	17.7	563
Washington	757,639	35,514	1,751	21.3	433
West Virginia	383,503	21,668	1,145	17.7	335
Wisconsin	830,247	48,491	2,134	17.1	389
Wyoming	98,305	6,361	395	15.5	249

Characteristics of School Systems: 1976-1980

Item			Fall		
	1976	1977	1978	1979	1980
1	2	3	4	5	6
Public Schools					
Total elementary and secondary schools	88,597	88,025	87,365	[1]86,925	86,253
Membership					
Total pupils in membership	44,317,000	43,576,906	[1]42,550,183	[1]41,645,469	[1]40,986,509
Elementary schools	30,006,000	29,336,487	[1]28,327,594	[1]27,931,427	[1]27,673,992
Secondary schools	14,311,000	14,240,419	[1]14,222,589	[1]13,714,042	[1]13,312,517
Elementary membership as percent of total membership	67.7	67.3	66.6	67.1	67.5
Secondary membership as percent of total membership	32.3	32.7	33.4	32.9	32.5
Classroom Teachers					
Total teachers, full-time and part-time	2,186,000	2,208,570	[1]2,206,613	[1]2,183,438	[1]2,183,538
Pupil/teacher ratio					
Pupil/teacher ratio (total elementary and secondary schools)	20.3	19.8	19.1	[1]19.0	18.8
Public high school completions			School year		
	1976-77	1977-78	1978-79	1979-80	1980-81
Graduates of regular school programs	2,839,526	2,824,722	2,817,244	[1]2,756,756	(3)
Male	1,396,336	1,385,916	1,379,046	[1]1,355,261	(3)
Female	1,443,190	1,438,806	1,438,198	[1]1,401,495	(3)
Graduates of other programs	37,378	70,168	37,397	25,549	(3)
Recipients of high-school equivalency certificates	222,929	283,842	[2]443,591	[2]487,893	(3)

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[1] Revised from previously published data.

[2] Some figures were extracted from *The 1980 GED Statistical Report*, General Education Development Testing Center of the American Council on Education, Washington, D.C.

[3] Data will be available in the fall 1981 report.

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STUDIES

Concern over the quality and standards of precollegiate education has prompted more than a score of research studies on public schools, particularly at the high-school level. For a listing and brief description of the major national studies:

See Page 12.

RESEARCH

Some of the nation's brightest young scientists gathered in the U.S. capital to display their research projects and compete for college scholarships in Westinghouse's 42nd annual Science Talent Search.

See Page 7.

WORK

The number of high-school students holding part-time jobs has been steadily rising, causing educators and researchers to warn that the practice "has gotten out of hand," and its educational liabilities outweigh its benefits, they suggest.

See Page 6.

EDUCATION WEEK

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Tenn. Governor Presses Master-Teacher Proposal

N.E.A. Affiliate Opposes Concept, Offers Alternative

By Thomas Toch

Correspondent Jim O'Hara contributed to this report.

Gov. Lamar Alexander of Tennessee is mounting a carefully crafted, eclectic lobbying effort to win state legislative approval for his bold plan to introduce a statewide merit-pay system for teachers.

His initiative has attracted the close attention of the two leading national teachers' unions, whose leaders say the passage of the Tennessee plan may kindle similar moves in other states.

After announcing the so-called "master teacher" plan in January, the Governor began touring the state to promote it among civic clubs, parent-teacher associations, and school administrators; he even made the plan the topic of an address to the state manufacturers' association—which has since endorsed it.

12-Person Task Force

A 12-person task force of officials "on loan" from the Governor's office and other state agencies—six of whom have worked on Mr. Alexander's two successful gubernatorial campaigns—has been set up to push the plan. It has established a speakers' bureau and toll-free telephone hotlines, and has spent $17,000 printing and mailing a four-page flier on the 45 most-asked questions about the plan. Some Tennessee state legislators have dubbed the task-force members "Alexander's political operatives."

The Governor also made an unprecedented appearance before a joint meeting of the state's House and Senate education committees in a hearing room packed with supporters of the master-teacher plan, many of whom sported buttons reading "Master Teacher Now."

And Governor Alexander, seeking support beyond the education community, wooed a dozen of Tennessee's top lobbyists with a reception at his executive residence. Representatives of the state's beer, liquor, insurance, grocery, and real-estate industries were among those who heard the Governor's pitch on master teachers.

Local political observers said lobbyists have not been personally courted like that since the days of the administrations of Gov. Frank Clement in the 1950's and 1960's. The reception occasioned quips in the hallways of the state capitol about "master lobbyists."

The Governor's efforts have apparently already paid off. The master-teacher plan, which would replace the state's current two-tier teacher-certification system with a four-level plan designed to identify and reward top-level experienced teachers, has been endorsed by the Tennessee School Boards Association, the Tennessee Principals Study Council, the Tennessee Superintendents Study Council, the Memphis Board of Education, and the Tennessee Children's Services Commission, as well as by the manufacturers' group.

In addition, Mr. Alexander, a Republican, has won support for the master-teacher plan from the leadership of both chambers of the Democratically controlled Tennessee Legislature, and from other influential

Continued on Page 16

Education Funds Are Included in Federal Jobs Bill

By Tom Mirga

WASHINGTON—The Senate was expected by the end of last week to complete action on a $3.7-billion jobs-creation measure that would increase federal spending for education and for summer youth employment by a total of $350 million in the current fiscal year.

As approved by the Senate Appropriations Committee, the bill, H R 1718, would provide an additional $60 million for construction in school districts that receive federal impact aid, $40 million for the construction of "barrier-free" entries in schools, $50 million for public-library construction, $100 million for the College Work Study program, and $100 million to provide jobs for young people this summer.

The Senate also approved a nonbinding amendment to the bill offered by Senator

Continued on Page 11

$1-Billion School Plan Accepted by Judge In West Virginia

By Mark Ward
Special to Education Week

CHARLESTON, W. VA.—A West Virginia trial judge has accepted the lion's share of a plan generated by the state board of education to raise the state's schools to "thorough and efficient" standards.

Ohio County Circuit Judge Arthur M. Recht, who last May declared the state's method of financing public schools unconstitutional, had only minor criticisms of a 356-page master plan that was delivered to him in January.

The plan, which was drawn up by a committee of 99 school administrators, teachers, and parents, sets forth specific standards in 50 curriculum areas—from prekindergarten through adult education.

It calls for the hiring of 5,000 new school staff members across the state and the expansion of support services such as counseling and health care. It suggests revisions in the school-funding formula to counteract the effect of different property values

Continued on Page 16

Districts Seek Ways To Cut Soaring Health-Insurance Costs

By Hope Aldrich

School budget managers, who have struggled over the last decade to contain soaring energy costs through conservation measures and even school closings, are now grappling with another equally intractable fiscal problem—health-insurance costs.

Driven upward by spiraling hospital and medical fees, health-insurance premiums are rising at a pace that has spurred school districts from coast to coast to dream up less expensive alternatives to their current programs, including the least costly of all: keeping their employees fit.

In 1982, the cost of health care in America rose nearly three times faster than consumer prices in general, according to the U.S. Commerce Department, and was one of the fastest-growing costs in the Consumer Price Index.

This school year, health-insurance costs rose an average of 25 percent for many districts, and for some as much as 45 percent. In the state of Washington, costs soared 54 percent.

Districts are "lucky if they get away with 25 percent," said Nestor R. Roos, professor of insurance at the University of Arizona's business school. The costs reflect the "huge" increases in hospital rates and doctors' fees, he and other experts said.

Health-insurance coverage became commonplace in most school districts after World War II, and during the 1960's and mid-1970's employers bore most of the costs, according to Ronald D. Rakich, director of risk management at the Texas Association of School Boards. These days, health costs consume about 3-to-5 percent of most school budgets, and employers tend to pay for individual coverage while employees pay for dependents, he said.

Administrators across the country are experimenting with a variety of cost-cutting options, including hiring third parties to audit claims made under their programs (one district recovered millions of dollars this way), forming new insurance "pools" among small districts, and launching rigorous fitness programs. Some districts can already point to significant savings as a result of their efforts.

$19.5-Million Health-Insurance Bill

Two years ago, Boston was faced with a $19.5-million health-insurance bill for its 28,000 public employees, including teachers. "Something had to give. It was getting ridiculous," recalled Leo J. Ronan, the city's assistant insurance coordinator.

City officials attacked the problem by hiring an outside accounting firm to examine each insurance claim. Officials were startled, they said, by the findings: "We found 2,000 people who weren't even eligible. We found out we were getting bills from people who had left the city years ago—retirees all over the country who'd go into a hospital and use their Blue Cross card," said Mr. Ronan. "We were losing millions of dollars."

Although the city continued to contract with Blue Cross to process the claims, it hired the auditing firm on a permanent basis to audit the claims, according to Mr. Ronan. That move saved $2,750,000 in fees and commissions the first year, he said.

Many other public-employee groups have discovered similar accounting breakdowns and are moving to hire auditors, said Natalie Wasserman, executive director of the Public Risk and Insurance Management Association, a Washington-based, nonprofit organization of insurance administrators in local governments.

The audits are "revealing enormous gaps in the system," she said. "People are being charged for things that never occurred." As a result, several accounting firms are now specializing in claims auditing, she added.

Some school districts have turned to "self-insuring" (also called self-funding) as a way of cutting costs. Under this approach, a school district pays for claims out of its

Continued on Page 15

IN SUMMARY

Competency Testing: Will It Pass?
A federal judge's ruling in a Florida case could affect student-competency examinations nationwide. **Story on Page 4.**

Riding the Waves
In an experimental project in Virginia, National Public Radio will send computer programs to schools via radio waves. **Story on Page 4.**

Questioning the Work Ethic
Educators warn that part-time work may be distracting students from their studies and extracurricular activities. **Story on Page 6.**

Raising Standards in Oregon
Saying that many freshmen in its colleges are unprepared, the state board is raising admission requirements. **Story on Page 8.**

The Federal Education Budget
A Senate committee is unsympathetic for the Administration's proposed cuts in funding for the nation's schools. **Story on Page 9.**

More Problems at N.I.E.
Education researchers claim efforts are underway to convert the institute into a "New Right think tank." **Story on Page 9.**

Desegregation
School officials say that the conversion of federal aid into a block grant is hampering voluntary desegregation efforts. **Story on Page 10.**

Lobbying for Lobbying
Education groups have successfully resisted rules to limit lobbying by groups that receive federal funds. **Story on Page 11.**

Associations Column 13
Colleges Column 14
Commentary .... 18 and 24
Computer Column 16
Deadlines 20
Events 20
Federal File 10
For the Record 11
Hearings 11
In Federal Agencies 11
In the Press 18
Letters 19
Marketplace 22
New Bills 11
Schools: What Works 15
Washington News 9

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Reagan Introduces Prayer Amendment

President Reagan, declaring that "freedom prospers when religion is vibrant and the rule of law under God acknowledged," sent to the Congress last week a proposed constitutional amendment to permit prayer in public schools.

The President unveiled the new measure during a meeting of evangelical Christians in Orlando, Fla. A similar initiative that he supported last year failed to win the support of the Senate Judiciary Committee.

"When our founding fathers passed the First Amendment, they sought to protect churches from government interference," the President told members of the religious group. "They never meant to construct a wall of hostility between government and the concept of religious belief itself."

Justice Department Affirms Its Support Of Prayer in School

Although the Justice Department decided earlier this month not to file a brief in support of voluntary school prayer in two Alabama court cases, the Reagan Administration and the Justice Department remain committed to allowing voluntary prayer in the schools, according to a Justice Department spokesman.

Officials in the department chose not to file a brief in the two Alabama cases, now being appealed in the U. S. Court of Appeals for the 11th Circuit in Atlanta, because they decided that they would rather wait until those—or some other case—"turn on the Establishment Clause of the First Amendment instead of the 14th Amendment," according to Thomas P. DeCair, director of public affairs for the department.

Last month, U. S. District Judge W. Brevard Hand ruled in favor of voluntary school prayer in both cases on the grounds that the Establishment Clause of the U. S. Constitution was intended by the framers to prohibit only the federal government, and not the states, from establishing religion.

Parents Would Gain $211 in Tax Credit Under Reagan Plan

If the Reagan Administration's tuition tax-credit proposal were enacted, the average tax credit available to parents who pay private-school tuition would be approximately $211 in 1985, according to an analysis of the plan's economic effects.

That amount would be equal to 95 percent of the current average per-pupil federal expenditure on public schools, says a report prepared by the Education Commission of the States for the National Institute of Education.

The amount of the credit would range from $180 to $258, and states in New England, the Southeast, the Southwest, the Rocky Mountain region, and the Far West would receive a slightly higher proportion of tax credits as compared to enrollments, the analysis said.

Rehearing Is Asked For Title IX Case In Appeals Court

A lawyer representing the father of two Ann Arbor, Mich., girls has asked a federal appeals court to rehear a lawsuit challenging a lower court's ruling that Title IX of the Education Amendments of 1972 applies only to those parts of a school that receive federal aid directly.

Early last month, the U. S. Court of Appeals for the Sixth Circuit ruled in *Othen* v. *Ann Arbor School Board* that the lower court should not have ruled on the merits of the case because the only question before it was a request for attorney's fees.

The three-member appeals panel then held that, on the basis of its reading of the record, the father of the two former high-school students was not a prevailing party in the case and therefore was not entitled to compensation.

Jean King, the lawyer representing the Othens, contended in papers filed with the appeals court that the three-member panel misread the issues in the case and should have ruled on the question of whether interscholastic athletics in a public high school are subject to Title IX where the school system receives federal impact aid, which subsidizes the school system generally.

Recently, the U. S. Supreme Court agreed to hear *Grove City College* v. *Bell*, a case which also tests the applicability of the anti-sex-discrimination statute to educational institutions that receive federal aid as a whole.

STATES

Audit Is Ordered Of Spec. Education In Massachusetts

A committee of the Massachusetts legislature has ordered a detailed audit of the state's special-education program because the results of an earlier study showed that the state had proportionately more special-education students than any other state in the nation.

In a report released this month, the Senate Committee on Post Audit and Oversight of the state legislature noted that the number of students receiving special-education services under Chapter 766, the state special-education law, is more than twice the national average.

The legislative report further alleges that school districts may be taking advantage of the weighted funding formula for handicapped students to get more revenue from the state.

In denying those charges, Roger Brown, director of special education for the state department of education, said that the legislative report compares 1978 and 1981 statistics, and the methods for computing the statistics differed. "It's like comparing apples and oranges," he said.

Mr. Brown said that the department is preparing a response to the legislative report that will refute the allegations point by point. "We do agree that there are questions that should be pursued," he said, adding that the department will be cooperating with the legislature on its planned audit.

Md. Ruling Finds School Not Liable For Gym Accident

The Maryland Court of Appeals early this month refused to force the Montgomery County school district to pay damages to a student who is handicapped as a result of a 1978 accident that occurred in a physical-education class.

In a 6-to-1 decision, the state's high court ruled that Gaithersburg Junior High School was not responsible for an accident in which Michael Harrison, then 14 years old, fractured his spine.

Mr. Harrison, who now lives at a special school for the handicapped in Illinois, was injured while doing a front flip during class. He contended that the teachers should have prevented him from doing the flip.

The plaintiff argued that the court should adopt a new standard to hold individuals liable for their actions. Under a 135-year-old state law, the district is not at all liable because the boy was at least partly responsible for the accident.

The teachers named in the suit testified that they had told students not to perform such acts and therefore had fulfilled their obligations.

The court, in overturning an earlier ruling by the Montgomery County Circuit Court, said that the boy contributed to his injury.

DATABANK

Applicants for College Aid

More than half of the high-school seniors interested in continuing their education applied for financial aid, a 1980 survey of the National Center for Education Statistics found. Application rates varied according to such characteristics as family wealth and size and student aspirations.

		Percentage applying within each level of family income				
Student/family characteristic	**Percentage applying**	**$0-$12,000**	**$12,001-$18,000**	**$18,001-$30,000**	**$30,000-$48,000**	**more than $48,000**
Total	51%	63%	56%	53%	50%	35%
Family net worth:						
-$5,000 or more in debt	52	59	46	55	55	44
-$4,999 in debt to +$99	62	67	63	59	62	24*
+$100 to +9,999	56	58	60	59	50	54
+$10,000 to +$49,999	44	53*	41	45	46	36
more than +$50,000	32	51*	62	30	35	27
Number of siblings in college:						
Zero	46	56	51	48	43	35
One	51	68	60	49	52	31
Two or More	67	64	80	81	70	45
Expected schooling costs:						
None	13	11	9	19	6	16
Less than $500	27	41	47	35	20	10
$500 to $1,000	49	74	62	49	41	27
$1,001 to $2,000	64	82	77	64	62	47
$2,001 or more	66	84	82	78	72	40
Expected living expenses:						
None/probably live at home	30	41	34	34	25	23
Less than $1,000	56	84	58*	50	51	27*
$1,000 to $1,999	66	80	79	67	69	40
$2,000 to $2,999	68	83	77	72	68	49
$3,000 to $3,999	57	61*	69*	63	67	36
$4,000 or more	50	67	44*	70	53*	32
Parental savings for education:						
None	51	62	56	51	47	32
Less than $1,000	62	79*	72*	58	59*	22*
$1,000 to $3,000	53	51*	48	58	52	50
$3,001 to $6,000	47	22*	60*	42	53	44
More than $6,000	36	18*	75*	36*	48	31
Educational aspiration:						
Vocational training	33	37	36	33	26	33
Some college	43	59	36	51	40	23
Complete bachelor's degree	58	77	74	61	56	36
Master's or professional	63	79	85	64	62	41
Plans for year after high school:						
Attend some type of post-secondary inst.	58	72	68	63	56	39
Other	26	40	27	26	25	19
Parental knowledge of federal financial aid programs:						
A. Pell grants:						
None	22	32	20	24	21	19
A little	60	67	65	58	64	46
A lot	80	88	82	84	75	66
B. National Direct Student Loans:						
None	42	54	44	43	38	31
A little	53	71	67	55	51	33
A lot	77	82	84	86	75	57
C. Guaranteed Student Loans:						
None	40	56	44	39	34	20
A little	51	64	63	55	49	34
A lot	76	79	81	87	79	60
D. College work-study:						
None	37	46	38	38	36	27
A little	54	71	63	56	51	38
A lot	75	77	83	82	73	54
E. Number of major federal financial aid programs known to parents:						
None	19	34	19	18	16	16
One	43	66	41	50	36	19
Two	51	65	60	47	50	34
Three	59	66	72	64	54	46
Four	69	85	76	71	73	50
Student inclination to borrow:						
Borrow	60	69	67	64	60	44
Other means	43	56	50	41	43	28
High school grades:						
A	71	89	73	72	70	55
A-B	57	61	80	57	56	42
B	49	64	57	52	45	33
B-C	41	53	40	46	42	21
C or lower	33	49	28	34	25	28
Race/ethnicity:						
White, non-Hispanic	48	59	56	52	49	31
Black, non-Hispanic	69	74	69	65	71*	63*
Hispanic	52	54	46	52	65*	41*
Other	48	52	39*	53	37	54

* Sample size less than 30.
Note: Each number in parentheses is the standard error of the associated percentage.
Source: National Center for Education Statistics

Fla. Awaits Decision in School Suit

Continued from Page 4

ple, that students may not learn a specific skill if they miss class or if they are bored by the material.

He also said such distractions as video games could be partially responsible for the relatively high number of failures. According to Florida statistics, approximately 2.5 percent of all Florida students fail the test on all of the five attempts permitted by the state.

Anti-test lawyers, most of them from the Center for Law and Education in Cambridge, Mass., countered with two experts of their own. The Center for Law and Education is funded through the U. S. Legal Services Corporation, the federal government's $241-million effort to provide legal help for the poor.

'Equal Opportunity'

Robert Linn, a professor of education at University of Illinois, testified that the failure rate on the test should be much lower if all students actually are receiving the "equal opportunity" that the state claims.

Mr. Linn said, for example, that the state's contention that a student who has mastered a specific skill sometime during his academic career is adequately prepared to demonstrate that skill on the examination was "just plain wrong."

"It's not enough," Mr. Linn said.

Robert Calfee, an education psychologist from Stanford University, said a statistical analysis of the state's study indicates that some of the skills are being taught in Florida schools more often than others are. Mr. Calfee said the teacher surveys, for example, show a difference of up to 15 percent from school district to school district in the number of test-related mathematics skills taught in junior high schools.

'Vestiges of Segregation'

Before Judge Carr makes his ruling, he probably will hold one more hearing in the five-year battle over the functional-literacy test. In 1981, the appeals court also asked him to review the "vestiges of segregation" argument presented by the plaintiffs' lawyers.

Since the test was introduced in 1977, black students have failed at a far higher rate than whites. In 1979, Judge Carr ruled that the test itself was not discriminatory, but postponed his decision on the withholding of diplomas until Hillsborough County seniors could be said to be the products of a totally desegregated school system.

This is the first year in which that is the case.

Special Obstacles to Learning

The lawyers opposing the test, however, have argued that "vestiges of segregation"—such as higher suspension rates and additional busing burdens—continue to present special obstacles to learning for black students and affect their performance on the test.

Judge Carr said he will decide later this month whether to hear additional arguments on that question.

Of the massive study presented by the state, the judge said, "I do intend to look at a great deal of this data. Hearing about it is no substitute for holding it, feeling it."

COLLEGES

New York University, which in 1890 established the nation's first graduate school of education, plans to support its efforts to train able teacher candidates by establishing a $100,000 scholarship fund.

Noting the "special responsibility" of colleges and universities to help strengthen secondary and elementary schools, John Brademas, N.Y.U.'s president, said the new fund would provide up to 50 scholarships of $2,000 each and would be supplemented by additional financial aid based on students' need.

Scholarships will be awarded on the basis of an applicant's minimum combined score of 1100 on the Scholastic Aptitude Test, academic records, and demonstrated interest in the teaching profession.

The education program is now conducted within the School of Education, Health, Nursing, and Arts Professions, organized in 1974 to reflect "the broadened focus of N.Y.U.'s teaching programs in allied professions," according to a spokesman.

□

In a study that the researchers suggest bears on the use of test cutoff scores in admission decisions, black graduate students at the University of Florida were found to have higher grade-point averages than white students whose scores were the same on the Graduate Record Examination (G.R.E.).

"At any given level of G.R.E. scores, black students outperform white students. At a G.R.E. score of 800, the black student may have a 3.4 grade-point average; the white student with the same G.R.E. will have a 3.19 average," said Richard R. Scott, a psychologist, who conducted the study with a colleague.

The researchers compared scores and grade-point averages for all 96 black students in the unversity's graduate school in 1980 with those of randomly selected white students. "What it really comes down to is the cutoff point for black students can be lower than the cutoff point for white students and still lead to good performance," Mr. Scott said. He said the G.R.E. "tends to devalue the skills and resources which contribute to the eventual high performance of blacks, and exaggerates the skills and resources of whites."

□

The 37-member group of college presidents that drafted the new eligibility rules for freshman athletes approved by the National Collegiate Athletic Association in January says it may want to modify them.

Members of the group, which has held several meetings during the past month, say they may propose barring all freshmen from intercollegiate competition, at least in basketball and football.

□

Yale, Harvard, and Princeton Universities, and Dartmouth College are all reporting significant drops in applications for next fall's freshman class—from 10 percent at Yale to 4 percent at Dartmouth. Officials at the schools attribute the decline to economic conditions and population trends.

Columbia, Cornell, and the University of Pennsylvania report slight application increases, and Brown University reports an increase of 13 percent.

Although women make up only about 2.3 percent of all working engineers nationwide—an increase from 1976 when they comprised 1.6 percent—the number of women entering one engineering field is reportedly growing rapidly.

Chemical engineering is by far the most popular of the engineering fields for women, according to faculty members at Louisiana State University, where there are 106 women students in a chemical-engineering program of 368.

Some 1,580 women graduated with degrees in chemical engineering from accredited university engineering programs in 1981, compared to 999 in mechanical engineering and 960 in electrical engineering, according to the bulletin of the American Association of Engineering Societies.

The increased interest of women in chemical engineering is apparently surging first at the high-school level, where they are swelling enrollments in chemistry classes, according to a spokesman for the National Society of Professional Engineers.

"Girls are astute enough to see that chemists and chemical engineers tend to make more than teachers and nurses," says Geoffrey Pierce, a professor of chemistry at Louisiana State.

□

Roughly half the nation's college graduates pursue some form of graduate education, according to a study of recent trends in graduate and professional education prepared for the National Commission on Financial Assistance by scholars at Stanford University.

Though many students in recent years have been shying away from graduate programs because of their fear of accumulating too many debts, one of the study's findings suggests that "generally, graduate students are frugal borrowers."

Cumulative graduate loans incurred by doctoral students averaged $5,500 after 3.3 years of study, while those of students enrolled in M.A. programs averaged $7,250 and those in M.S. programs $5,600.

A recent survey of graduate students at Princeton University indicated that average total loans for those who had borrowed range from $4,600 to $7,000.

A Stanford University survey found that half the graduate students responding expect to carry total educational debts—graduate and undergraduate—averaging $9,500.

Among the trends noted in the report:

- The number of doctorates awarded each year peaked at about 34,000 in 1972-73, and it has declined by roughly 2,000 since then.
- The number of master's degrees awarded each year peaked at about 318,000 in 1976-77 and has declined by more than 15,000 since then.
- The number of first professional degrees awarded each year—primarily degrees in medicine and law—increased throughout the 1970's and is expected to continue climbing somewhat above the number currently graduating (about 70,000).
- The proportion of women among graduate students has risen steadily over the past decade, from 40 percent to 50 percent. —M.M. & S.R.

3/20/83 R4800-2 A

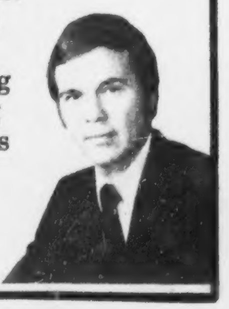
COUNSELING

The demands on school guidance officials have multiplied and become more complex, but there is still uncertainty about the role they should be playing.

See Page 11.

ACCREDITING

The head of the national organization that accredits teacher-training programs sees a growing "backlash" against efforts to raise standards and improve their quality.



See Page 7.

MANAGING

Microcomputers are making it possible for more school districts to perform more administrative functions in less time and at less cost.

See Page 4.

EDUCATION WEEK

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E.D. Told To Speed Investigation Of School Civil-Rights Cases

By Tom Mirga

WASHINGTON—A federal district judge here has told the Reagan Administration that it must comply with a six-year-old court order that controls the way the government processes civil-rights complaints filed against schools and colleges.

In addition, U. S. District Judge John H. Pratt ordered the Education and Labor Departments to speed up their standing investigations of race, sex, and handicap bias in educational institutions and to provide the court twice annually with comprehensive reports on their enforcement activities.

Negotiate Settlement

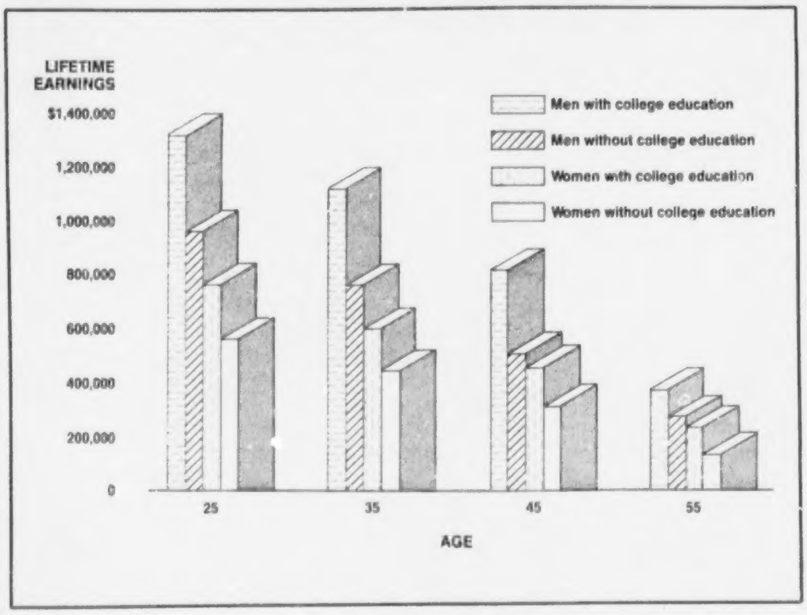
Specifically, the 1977 Adams/W.E.A.L. order, as it is commonly known, requires the departments to determine within 90 days of receiving a complaint whether a civil-rights violation has occurred. During the next 90 days, they must try to negotiate a settlement with officials at the school or college where the violation occurred. If those negotiations fail, the departments have another 30 days to launch enforcement procedings.

Judge Pratt's order on March 11 marked the latest step in *Adams* v. *Bell* and *Women's Equity Action League* v. *Bell*, a pair of lawsuits that are often described as the most important litigation pending against the federal government for failure to enforce civil-rights laws.

The *Adams* case began in 1970 with a class-action suit filed against the former Department of Health, Education, and Welfare by the N.A.A.C.P. Legal Defense and Educational Fund Inc. It charged that the department was inadequately enforcing Title VI of the Civil Rights Act of 1964, which bars discrimination on the basis of race.

In 1974, W.E.A.L. filed a similar suit charging that the department was inadequately enforcing Title IX of the Educa-

Continued on Page 14



Going to college significantly increases lifetime earnings for men and women, says a new U. S. Census Bureau report. See story on page 9.

N.E.H. To Fund Grammar-School Teacher Training

By Sheppard Ranbom

ATLANTA—Arguing that improving humanities programs in the high schools is an important step toward allowing all Americans "to be shareholders in our common culture," William Bennett, chairman of the National Endowment for the Humanities, urged a group of state education officials, college and university representatives, and high-school teachers meeting here last week both to inject new rigor into those programs and to draw into them "every student in every school."

Although his remarks concentrated on high-school efforts, Mr. Bennett also said that the elementary schools have been overlooked for too long as the place to establish strong programs in the humanities. The endowment, he added, will soon announce a new program that will set aside $500,000 beginning in June 1984 to fund inservice training and summer institutes in the humanities for elementary-school

Continued on Page 17

Some 'Raid' Each Other's Staffs, Offer High Salaries

Districts Vying for Limited Supply of Bilingual Instructors

By Hope Aldrich

The Dallas school district, struggling with a shortage of more than 300 bilingual-education teachers, this month launched a new "Special Thrust" spring recruitment program that will utilize a staff of 21 and cost about $50,000. The recruiters will travel extensively, advertise in local newspapers and on local radio stations, and then set up "recruitment shops" in hotels.

In Houston, so many Spanish-speaking students with little or no ability in English are enrolling in the public schools that the district is seeking 750 new bilingual-education teachers. "Every two weeks we add a new position in our bilingual program," said Benjamin Avila, a recruitment official with the Houston district. Last year, Houston's recruiting teams spent about $70,000 "canvassing" for new teachers out of state.

In Los Angeles, school officials will take "as many as we can find"—up to 1,000 new bilingual-education teachers, according to Robert D. Albin, director of the system's bilingual-staffing unit.

When they say they are looking for "bilingual" teachers, officials pointed out, they mean teachers who can teach both bilingual-education and English-as-a-second-language classes.

School districts will find many of these new recruits in their own states, officials say, either at teachers' colleges or in the local community. But many officials agree that teacher-education programs are not producing enough graduates to meet the increasing needs.

A report conducted for the U. S. Department of Education last year found an unmet demand for as many as 55,000 teachers qualified to teach limited-English-speaking students and noted that only about 1,900 such teachers graduate from education schools annually. *(See Education Week, June 9, 1982.)*

Continued on Page 16

More Vietnamese-Speaking Teachers Sought

By Hope Aldrich

"They're still a group apart. They're still very, very separate, because of the language barriers."

Dao Hoi, the only Vietnamese teacher in a Fairfax County high school with 200 Vietnamese students, was describing a situation that is worrying more and more educators: how to teach the burgeoning population of Vietnamese students.

School administrators in Chicago, New York, Houston, and Dallas said last week that the shortage of Vietnamese-speaking teachers is now even more severe than the shortage of Hispanic teachers.

Lourdes Travieso-Parker, director of bilingual education for Chicago's public schools, confronts a typical situation: a high concentration of Vietnamese in a few schools and 24 openings for certified Vietnamese teachers. In the last year, she has flown to the Arlington, Va., area—where about 12 percent of schoolchildren are Indochinese—to recruit teachers. She said she considered herself lucky that she now has at least five certified teachers of Vietnamese on her staff.

"It was like robbing Peter to pay Paul," she conceded, referring to the great need of other districts for those teachers.

Nationwide, there are only about 35 certified Vietnamese teachers, said Ms. Hoi. These are mainly people trained in Vietnam who started here with temporary cer-

Continued on Page 16

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IN SUMMARY

A 'National Portrait'
The National Catholic Educational Association begins a major study of low-income students in Catholic high schools. **Story on Page 4.**

Screening TV for Children
The Federal Communications Commission plans to resume its rulemaking for television programming for children. **Story on Page 6.**

Proposals for Reform in California
The new superintendent of public instruction wants $1 billion more in state aid to support sweeping educational reforms. **Story on Page 8.**

A Fiscal Examination
The American Federation of Teachers asks its leaders in 35 districts to comment on the financial condition of their schools. **Story on Page 8.**

Reaffirming a Commitment
Secretary of Education Terrel H. Bell calls for strengthening the training of special-education teachers. **Story on Page 9.**

Revising Chapter 1
A House panel warns Education Department officials that their revisions would cause hardships for poor families. **Story on Page 9.**

New Missions for a New Age
In addition to academic and vocational counseling, school guidance officials deal with an array of student problems. **Story on Page 11.**

Planning Ahead
A thousand 7th graders attended a "career-education day" at The Johns Hopkins University in Baltimore last week. **Story on Page 13.**

Associations Column....................14
Colleges Column..........................16
Commentary....................18 and 24
Databank..15
Deadlines.......................................20
Events..20
Federal File...................................10
For the Record..............................10
Hearings...10
In Quotes.......................................19
Legislative Report........................10
Letters..19
Marketplace...................................22
New Bills..9
New in Print....................................19
Washington News............................9

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

FEDERAL

Bell Will Seek Higher Interest Rates On Student Loans

The Education Department intends to ask the Congress to increase interest rates charged college students who receive federal funds under the National Direct Student Loan program, Secretary of Education Terrel H. Bell said recently.

Speaking at a hearing before the House Subcommittee on Postsecondary Education, Mr. Bell said raising interest rates for the program from 5 to 9 percent would bring the rates in line with those charged for Guaranteed Student Loans.

"I haven't been able to reconcile the reason for two different interest rates," the Secretary said.

The proposal was immediately opposed by members of the panel, who said that the guaranteed-loan program generally helps middle-income students, while the direct-loan program is geared toward low-income students.

House Panel Passes Surplus-Food Bill

The House Education and Labor Committee has finished work on a bill intended to provide additional food for the school-lunch program.

The committee, by a 27-to-2 vote on March 10, approved the surplus-federal-commodity measure sponsored by Representative Mario Biaggi, Democrat of New York. Representative Biaggi's bill, H R 1513, is similar to one approved by the Senate Agriculture Committee a week earlier. *(See Education Week, March 16, 1983.)*

The House version, which would require the Agriculture Department to distribute surplus commodities to schools, food banks, soup kitchens, and other charitable groups, differs from the Senate version in that it would require the government to pay five cents per pound for processing and distribution.

The original version of the Senate bill, sponsored by Senator Robert Dole, Republican of Kansas, had contained a similar provision but that chamber's Agriculture panel deleted it before sending it on for consideration by the full body.

Federal Judge Makes Injunction Against 'Squeal Rule' Final

A federal judge in Manhattan has issued a permanent, nationwide injunction prohibiting the federal government from implementing a new regulation governing federally funded family-planning clinics.

Earlier this month, Judge Henry J. Werker, barred the Department of Health and Human Services from enforcing its rule to require the clinics to notify parents when girls under the age of 18 were given prescription birth-control drugs or devices. The ruling, in which Judge Werker held that the federal government violated the spirit and the letter of the federal family-planning law, expanded on a preliminary injunction the judge issued Feb. 14.

NATIONAL

Fiscal Troubles Are Top Board Concern, Survey Reveals

Lack of state and local financial support is the leading problem for school-board members nationally, according to a recent survey by the *American School Board Journal* and Virginia Polytechnic Institute and State University.

Fiscal troubles were cited as their most pressing concern by 23.4 percent of the respondents, while 20 percent said the consequences of declining enrollments were their most troubling issue. Parents' lack of interest in school affairs was a concern of 12.6 percent of those surveyed.

The survey also noted that the number of female board members declined in 1982, reversing a nine-year upward trend. The survey found women constituting 28.3 percent of school-board membership in 1982 compared to 32.8 percent in 1981.

College Board Withdraws 9 Tests From New York

The College Board will no longer administer nine of its achievement tests in New York because of the cost of complying with the state's "truth-in-testing law," the organization announced earlier this month.

After June, students who wish to take the board's tests in European history and world culture, French, German, Hebrew, Latin, literature, level II mathematics, physics, and Spanish, will have to do so in a neighboring state.

The truth-in-testing law requires test sponsors to release the questions and answers for achievement examinations at least once every three years. The College Board says it spends $40,000 to $60,000 per test to write a new examination.

The board is only withdrawing those tests that are taken by fewer than 5,000 students, according to a Board spokesman. Fewer than 200 students in the state took the Latin test and 214 took the Hebrew test in 1981-82, the spokesman said.

STATES

Work, Restitution Required of Youths In Arizona Bill

Juveniles convicted of crimes would be required to work up to 40 hours a week while serving their sentences under legislation passed almost unanimously earlier this month by the Arizona House of Representatives.

The bill, which will now be considered by the Senate, would require juvenile offenders to work 30 hours a week if they attend school and 40 hours a week if they do not.

The legislation, which passed by a vote of 50 to 3, would also require juvenile offenders to either pay restitution to their victims or to perform community service.

Ariz. Bill Aiming To Repeal Tenure Fails by One Vote

A bill that would have put a proposed constitutional amendment before Arizona voters to repeal tenure for the state's elementary and secondary teachers has died in the state's House of Representatives.

The bill was defeated by one vote on the House floor. Another bill that would streamline the dismissal process for tenured teachers has passed in the House and is now being considered in the Senate.

Court Says Former Supt. May Face Liability in Suit

The U. S. Court of Appeals for the Ninth Circuit has ruled that Hawaii's former superintendent of schools may be held liable for damages for firing an employee who publicly accused the department of education of failing to comply with federal civil-rights laws.

In its decision, the court ruled that Charles Clark was not protected under federal immunity statutes and remanded the case to district court for a new hearing.

The appellate-court decision, however, is being appealed by attorneys for Mr. Clark and Thomas Yamashita, director of the Hawaii edu-

DATABANK

Average Annual Salaries of Teachers and Instructional Staff

The following tables are taken from *Estimates of School Statistics, 1982-83*, the 41st compilation of statistical data for the 50 states and the District of Columbia by the National Education Association (N.E.A.).

The report, prepared by the N.E.A. research division with the assistance of state education departments and state education associations, contains statistics on a variety of topics, including administration, pupil enrollment, numbers of high-school graduates, teachers and teacher salaries, receipts and expenditures, and costs-per-pupil.

The figures include estimates for the current school year (1982-83) and revisions of the previous year's figures (1981-82); they reflect projections based upon data submitted by state education officials in November 1982.

N.E.A. submits estimates of educational statistics in more than 39 areas to each state's department of education in the fall of the year for verification or revision. Only if an education department does not respond are original N.E.A. projections published.

"Total Instructional Staff" in the report includes classroom teachers, principals, supervisors, librarians, guidance and psychological personnel, and "related instructional workers." The total instructional staff in 1982-83 is estimated at 2,427,132, a decrease of 0.8 percent over the revised estimate of 2,448,955 staff members in 1981-82.

The estimate of the average salary for 1982-83 ($21,520) is a gain of 7 percent over the previous year. The average annual salary of the instructional staff has increased from 1972-73 at an annual rate of 7.3 percent.

The report states that because the consumer price index was projected to rise 7.0 percent from 1981 to 1982, the real purchasing power of teachers' salaries has remained "essentially unchanged."

The project was directed by Susan Carmon Gewirtz, with the assistance of Peter Veillette. Frank Masters is director, and Margaret J. Jones is associate director, of the N.E.A. research department.

The report is available to N.E.A. members for $4.50 (stock #3090-7-00), and to nonmembers for $9.75 (stock #3090-7-10). Orders should be sent to: N.E.A. Distribution Center, The Academic Building, Saw Mill Road, West Haven, Conn., 06516.

Percentage Increases in Annual Salaries of Teachers

School year	Percent increase over 1972-73			Percent change over previous year		
	Elem.	Secondary	Total	Elem.	Secondary	Total
1973-74	6.2	5.4	5.9	6.2	5.4	5.9
1974-75	14.6	14.2	14.9	7.9	8.3	8.5
1975-76	24.1	23.2	23.7	8.4	7.9	7.7
1976-77	31.3	31.1	31.2	5.7	6.4	6.0
1977-78	40.1	39.1	39.6	6.7	6.1	6.4
1978-79	48.2	47.0	47.6	5.8	5.7	5.7
1979-80	57.2	56.4	56.8	6.1	6.4	6.2
1980-81	73.9	72.0	72.9	10.6	10.0	10.3
1981-82	88.8	87.6	88.1	8.6	9.1	8.8
1982-83	102.6	100.8	101.8	7.3	7.0	7.3

10-Year Salary Trend: Teachers Only

School year	Average annual salaries, 1972-73 to 1982-83		
	Elementary	Secondary	Total
1972-73	$9,893	$10,057	$10,176
1973-74	10,507	11,077	10,778
1974-75	11,334	12,000	11,690
1975-76	12,282	12,947	12,591
1976-77	12,988	13,776	13,352
1977-78	13,860	14,611	14,207
1978-79	14,664	15,441	15,022
1979-80	15,556	16,434	15,951
1980-81	17,204	18,071	17,597
1981-82	18,679	19,712	19,142
1982-83	20,042	21,100	20,531

10-Year Salary Trend: Total Instructional Staff (Includes Principals and Other Supervisors)

School year	Average annual salary	Percent change	
		Over 1972-73	Over previous year
1972-73	$10,633	—	—
1973-74	11,254	5.8	5.8
1974-75	12,167	14.4	8.1
1975-76	13,120	23.4	7.8
1976-77	13,840	30.2	5.5
1977-78	14,697	38.2	6.2
1978-79	15,762	48.2	7.2
1979-80	16,773	57.7	6.4
1980-81	18,395	73.0	9.7
1981-82	20,114	89.2	9.3
1982-83	21,520	102.4	7.0

Estimated Average Annual Salaries of Total Instructional Staff and of Classroom Teachers, 1981-82 (Revised) and 1982-83

Region and state	1981-82 (revised)				1982-83				All teachers	
	Average salary of instructional staff	Average salary of classroom teachers			Average salary of instructional staff	Average salary of classroom teachers			Percent increase over 1981-82	Purchasing power in 1967 dollars
		Elem. school	Second. school	All teachers		Elem. school	Second. school	All teachers		
50 STATES AND D.C.	$20,114	$18,679	$19,712	$19,142	$21,520	$20,042	$21,100	$20,531	7.3	$6,769
NEW ENGLAND	19,862	17,847	18,406	18,118	20,975	18,841	19,022	18,812	3.8	6,202
Connecticut	19,785	18,555	19,375	18,880	21,600	20,700	20,800	20,300	7.5	6,693
Maine	15,605	14,624	15,908	15,105	16,205	15,288	16,604	15,772	4.4	5,200
Massachusetts[5]	22,000	18,571	18,950	18,787	23,000	18,781	19,165	19,000	1.1	6,264
New Hampshire	15,000	14,544	14,875	14,701	15,616	15,250	15,471	15,353	4.4	5,062
Rhode Island	22,056	22,496	20,705	21,659	23,600	24,070	22,154	23,175	7.0	7,641
Vermont	14,342	14,264	15,165	14,715	15,003	14,877	15,778	15,338	4.2	5,057
MIDEAST	22,004	20,772	21,954	21,434	23,806	22,377	23,620	23,083	7.7	7,611
Delaware	20,013	18,778	19,707	19,290	21,453	20,062	21,168	20,865	7.1	6,813
District of Columbia	25,099	24,304	24,210	24,265	26,922	26,068	26,021	26,048	7.3	8,588
Maryland[5]	21,899	20,206	21,450	21,120	23,773	21,780	23,142	22,786	7.9	7,513
New Jersey[2]	20,866	19,544	20,400	19,910	22,684	21,244	22,175	21,642	8.7	7,136
New York	23,900	22,700	24,000	23,437	25,600	24,300	25,700	25,100	7.1	8,276
Pennsylvania	20,700	19,000	19,800	19,482	21,800	20,500	21,300	21,000	7.8	6,924
SOUTHEAST	17,209	16,293	16,721	16,501	18,537	17,474	17,940	17,715	7.4	5,841
Alabama	16,100	15,500	15,700	15,600	18,450	17,400	18,000	17,850	14.4	5,885
Arkansas	14,961	14,136	14,861	14,506	15,653	14,789	15,548	15,176	4.6	5,004
Florida[1]	17,784	16,945	16,405	16,780	19,621	18,720	18,124	18,538	10.5	6,112
Georgia	17,180	16,080	16,770	16,363	18,282	17,111	17,847	17,412	6.4	5,741
Kentucky	18,020	16,833	18,148	17,290	19,230	17,850	19,150	18,400	6.4	6,067
Louisiana[3]	18,800	18,000	18,800	18,500	19,749	18,810	19,690	19,265	4.1	6,352
Mississippi	14,623	13,899	14,421	14,135	14,773	14,049	14,571	14,285	1.1	4,710
North Carolina	17,415	16,860	17,096	16,947	18,327	17,847	17,754	17,836	5.2	5,881
South Carolina	16,960	14,710	15,770	15,170	18,980	15,890	17,040	16,380	8.0	5,401
Tennessee	16,582	16,233	16,371	16,285	17,743	17,369	17,517	17,425	7.0	5,745
Virginia	17,720	16,382	17,868	17,008	19,492	18,020	19,655	18,707	10.0	6,168
West Virginia	17,748	17,052	17,229	17,129	17,996	17,290	17,479	17,370	1.4	5,727
GREAT LAKES	20,624	19,631	20,767	20,123	22,257	21,230	22,443	21,755	8.1	7,173
Illinois	21,696	20,211	22,530	21,020	23,347	21,747	24,242	22,618	7.6	7,457
Indiana	19,300	18,218	19,028	18,622	20,873	19,857	20,483	20,067	7.8	6,616
Michigan	22,202	22,113	22,609	22,351	23,744	23,732	24,217	23,965	7.2	7,901
Ohio	19,250	18,080	19,150	18,560	21,010	19,850	21,020	20,360	9.6	6,713
Wisconsin	19,900	18,962	19,881	19,367	21,490	20,480	21,470	20,940	8.0	6,904
PLAINS	18,291	16,960	18,156	17,553	19,731	18,285	19,584	18,930	7.8	6,241
Iowa	18,524	17,312	18,591	17,989	19,269	17,978	19,361	18,709	4.0	6,168
Kansas	17,506	16,633	16,790	16,712	19,169	18,213	18,385	18,299	9.5	6,033
Minnesota	20,815	19,152	20,596	19,907	23,313	21,450	23,068	22,296	12.0	7,351
Missouri	17,047	15,989	16,844	16,413	18,410	17,268	18,192	17,726	8.0	5,844
Nebraska[5]	17,672	15,878	17,314	16,570	18,468	16,650	18,173	17,412	5.1	5,741
North Dakota	18,109	16,999	18,373	17,686	18,830	17,680	19,110	18,390	4.0	6,063
South Dakota	15,503	14,513	15,095	14,717	16,493	15,386	15,988	15,595	6.0	5,142
SOUTHWEST	18,191	17,099	18,018	17,501	20,036	18,838	19,870	19,294	10.2	6,361
Arizona	18,680	17,821	18,446	18,014	19,534	18,637	19,318	18,849	4.6	6,215
New Mexico[5]	19,350	18,409	18,970	18,690	21,168	20,290	21,000	20,600	10.2	6,792
Oklahoma[4]	16,770	15,760	16,700	16,213	16,870	17,660	18,600	18,110	11.7	5,971
Texas	18,306	17,113	18,170	17,562	20,300	19,000	20,100	19,500	10.9	6,429
ROCKY MOUNTAIN	19,355	18,195	19,552	18,748	20,755	19,578	20,977	20,545	9.6	6,774
Colorado	20,359	19,217	20,297	19,577	21,473	20,267	21,453	21,500	9.8	7,089
Idaho	17,036	15,787	17,061	16,401	18,229	16,892	18,255	17,549	7.0	5,786
Montana	18,318	17,116	18,631	17,770	20,150	18,786	20,314	19,463	9.5	6,417
Utah	18,758	17,595	19,012	18,152	20,339	19,078	20,615	19,677	8.4	6,488
Wyoming	21,172	20,537	22,026	21,249	23,047	22,740	24,293	24,000	12.9	7,913
FAR WEST	25,296	22,218	23,655	22,650	25,894	23,289	24,419	23,613	4.2	7,785
Alaska	33,200	31,810	32,060	31,924	35,411	33,784	34,154	33,963	6.4	11,195
California	26,101	22,305	24,079	22,755	26,252	23,240	24,538	23,555	3.5	7,766
Hawaii[5]	23,112	23,032	21,841	22,542	25,423	25,335	24,024	24,796	10.0	8,175
Nevada	24,820	19,760	20,450	20,105	26,412	20,585	21,306	20,944	4.2	6,905
Oregon	20,440	19,748	20,900	20,306	23,328	21,872	23,136	22,334	10.0	7,364
Washington	23,990	22,526	23,454	22,964	24,470	22,977	23,923	23,413	2.0	7,719

[1] 1982-83 elementary and secondary average classroom teacher salaries estimated by NEA Research.

[2] Total teacher salary figure does not include annualized salary data for 111 per diem teachers.

[3] Teacher salary data do not include an average of $1,900 per teacher payable from the Louisiana Professional Employees Improvement Program for inservice training.

[4] Classroom teacher salary figures do not include fringe benefits as follows: 1981-82: $840, 1982-83: $940.

[5] Elementary and secondary average classroom teacher salaries estimated by NEA Research.

Source: National Education Association

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HUMANITIES

At a recent conference in Atlanta, scholars, teachers, and administrators pondered the state and the role of the humanities in the nation's schools and agreed that teachers must play the central role in revitalizing curricula.

See Page 7.

RELIGION

Church-state issues surrounding the regulation of private schools, attempts to mandate school prayer, the teaching of creationism, and Bible classes in public schools continue to provoke legal and legislative contests in a number of states.

See Page 6.

CIVIL RIGHTS

The U.S. Commission on Civil Rights is threatening to subpoena the Education Department to obtain personnel information, and the Justice Department has shelved controversial regulatory proposals concerning the handicapped.

See Pages 9 and 10.

EDUCATION WEEK

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1980's Bring New Dilemmas In Reforming School Finance

By Peggy Caldwell

WASHINGTON—The school-finance-reform movement, despite some recent setbacks in the courts, the loss of foundation support, and poor prospects for large infusions of new state funds, is not only surviving but adding the relatively new issues of "adequacy" and "school effectiveness" to its mission, according to policymakers, scholars, and others who have been active in the 15-year-old reform movement.

"I'm surprised at how strong an issue the equity concern continues to be," said Susan Fuhrman, research associate at Rutgers University's Eagleton Institute of Politics. "It's still on the agenda in about a dozen states, whether because of litigation or commissions. The situation isn't nearly as bad as I would have predicted six months ago."

Added John Augenblick, who directs the finance center at the Education Commission of the States: "People are still terribly concerned about the equity of the system, particularly in those states that have a lot of school districts. They're very concerned, especially about special-needs students. The states know what their obligations are and they know what's right, but they don't know how to do it as the feds pull out.

See related stories on pages 18, 19

"The overwhelming concern we see today, though, is one of adequacy," Mr. Augenblick continued. "The rate of increase in spending at the end of the 70's and into the 80's is much different from the way it had been."

Still operating from the basic premise that the quality of a child's education should not be a function of the property wealth of his or her community, participants at this month's annual meeting of the American Education Finance Association pointed to continuing litigation in several states, including Arkansas, where the state

Continued on Page 18

Federal Research In Vocational Ed. Said 'Inadequate'

Improvements Needed at $25-Million Ohio Center

By Susan G. Foster

Panelists conducting the first "outside" assessment of the government's six-year-old, $25-million center for research in vocational education have concluded that it "lacks research objectives" and has failed to make the "significant improvements" in the nation's vocational systems envisioned by the Congress when it established the entity.

The panel found that the National Center for Research in Vocational Education (N.C.R.V.E.) has been well managed and has complied with federal mandates. But in a report submitted to the Education Department's office of planning, budget, and evaluation (O.P.B.E.), the panelists described publications produced by the center's staff as "uncritical," "superficial," and "too narrow" in focus.

"Specifically, the panel felt that N.C.R.V.E.'s [research publications] simply have not provided the information that is needed to isolate the factors which result in vocational-education programs that are effective and equitable," the report asserts.

The eight-member panel, assembled last June by a Washington, D.C., area consulting firm that contracted with the Education Department's evaluation office to conduct a review of the center's publications program, included state and local educators

Continued on Page 17

DOUGLAS GORALSKI

The Folger Library stages a high-school Shakespeare festival. See page 12.

Catholic Schools Note 'Unanticipated' 2-Percent Drop in Student Enrollment

By Alex Heard

This year, enrollments in Catholic elementary and secondary schools underwent an unanticipated decline of 68,000 students, according to a new report by the National Catholic Educational Association (N.C.E.A.).

The 2.2-percent decline, lowering total enrollment in Catholic schools to 3,026,000, is the largest since 1979-80, officials said; the loss of 27,000 high-school students is the greatest since 1972-73.

The decline was "not anticipated," according to the N.C.E.A., which compiles the statistical report each year.

Enrollment in Catholic schools appeared to have stabilized during the last few years, following the loss of more than two million students from 1965 to 1978, and last year's decline of 0.4 percent was seen by the N.C.E.A. as a continuation of this stablization.

What this year's figures may mean for the long-term direction of Catholic-school enrollments—and whether the decline marks the end of "stabilization" or just a temporary setback—is not clear, according to Bruno V. Manno, director of research for the N.C.E.A.

One factor affecting the statistics is the continuing decline in the number of school-age children, he said.

"Also, we're not sure of the effect of the economic situation on enrollment," he said. "And—this is more of an internal thing—we need to more closely monitor some of the statistical irregularities that pop up." Mr. Manno said, for example, that last year's elementary-school figures probably included some kindergarten students, increasing the total.

Continued on Page 14

'No-Need' Scholarships to Private Schools Praised, Denounced at N.A.I.S. Assembly

By Susan Walton

ANAHEIM, CALIF.—Traditionally, scholarship students at independent schools have been children from families who receive financial aid solely on the basis of need. The idea of providing scholarships for highly qualified students who do not need the money—so-called merit scholarships—is one that few independent schools have seriously considered, their spokesmen say.

But according to panelists at a meeting of independent-school officials here this month, the increasing competition—from both public and private schools—for highly qualified students is leading independent schools to take a closer look at the concept of "no-need scholarships."

Following the pattern established by colleges and universities, more schools are considering the possibility of giving aid to students whose families would not qualify on the basis of need, or of providing awards above the amount required for tuition.

The panel, which included admissions directors and others, discussed the issue at the annual meeting of the National Association of Independent Schools (N.A.I.S.).

The issue, as one school official who attended the session noted, is essentially one of "ethics versus pragmatism."

Proponents argue that there are practical reasons—such as building a more diverse

Continued on Page 16

IN SUMMARY

A Controversial Proposal in Minneapolis
Minority leaders are criticizing a plan to award a lesser diploma to seniors who fail "benchmark" exit tests. **Story on Page 4.**

A Grievance Procedure in West Virginia
Citizens will have a recourse if their districts are not complying with a court order to upgrade schools. **Story on Page 4.**

Battle Lines Harden in Tennessee
The state's largest teachers' union has rejected a compromise revision of the governor's controversial merit-pay plan. **Story on Page 6.**

A Ringing Endorsement
Secretary Bell supports a computer company's $100-million proposal to train teachers in every school to use computers. **Story on Page 8.**

Teachers Wanted in Utah
Worried about a "mass exodus" of teachers, Gov. Scott Matheson urges innovative efforts to attract and reward them. **Story on Page 8.**

A Partisan Vote on Spending
House Democrats have rejected the President's budget in a resolution calling for more funds for education. **Story on Page 9.**

Winners and Losers
A survey confirms that urban school systems are receiving much less money under the federal block-grant program. **Story on Page 10.**

Speaking Up for Special Education
A national commission has told the Congress that administrative and programmatic changes are needed. **Story on Page 11.**

Appointments 22
Associations Column 14
Colleges Column 19
Commentary .... 20 and 24
Computer Column 8
Databank 15
Deadlines 22
Events 21
Federal File 10
In Federal Agencies 9
Letters 21
Marketplace 23
New Bills 11
Washington News 9

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Reagan's New Bills To Offer Vouchers, Revise Aid System

President Reagan, saying that the current system of education "has served the nation well but now is in need of significant changes in key areas," sent to the Congress earlier this month a package of bills that would drastically revise the way that the government distributes aid to college students and would establish an educational-voucher system for the parents of disadvantaged children.

The President said in letters to both houses of Congress that his proposals "reflect my strong conviction that education decisions should be made by parents, students, states, and local officials."

Under one section of the President's student-aid proposal, parents would be allowed to set aside up to $1,000 annually in tax-free accounts for their children's college education. Under the other, college students would not be eligible to receive a tuition grant if they fail to pay for at least 40 percent or $800 of their college costs, mainly through work.

Under the President's third proposal, states would be given the authority to order school districts to provide educational services to disadvantaged children in the form of educational vouchers. If states declined to institute the voucher program, local school boards could opt to provide services.

Parents would be allowed to use their vouchers at either private or public schools as long as those schools have not discriminated in admissions on the basis of race during the previous 12 months. The President's bill does not specifically preclude the payment of vouchers to schools that discriminate in admissions on either the basis of sex or handicap, or to those schools that discriminate in their hiring policies.

U.S. Will Support Law Forbidding Aid To Draft Resisters

The Reagan Administration has announced that it will do "everything necessary" to support the constitutionality of a law that prevents the granting of college aid to young men who refuse to register for the draft.

"Congress overwhelmingly passed this statute to encourage college students who receive federal financial assistance to comply" with the law, said Thomas P. DeCair, a spokesman for the Justice Department. "The government believes that this is a legitimate condition to place upon students who wish to receive financial assistance from the federal government."

Earlier this month, a federal judge in Minnesota handed down a preliminary injunction barring the Administration from enforcing the law, which was included as an amendment to last year's Defense Department appropriations bill.

Mr. DeCair said the Administration "is not taking an appeal at this time" of U. S. District Judge Donald D. Alsop's order, noting that it had until April 8 to do so. "In the meantime, we intend to cooperate with Judge Alsop and the plaintiffs in expeditiously obtaining a final disposition in the district court," he added.

The Minnesota Civil Liberties Union, The Minnesota Public Interest Research Group, and several unnamed nonregistrants have sued the government over the enactment of the law.

Population Growth: The West Is Leading, Midwest Is Behind

Nevada is still the fastest-growing state in the nation, recording a 10-percent increase in population between 1980 and 1982, according to a recent Census Bureau report.

After Nevada, the states that have recorded the most growth since the 1980 census are Alaska (9 percent), Texas (7.4 percent), Florida (6.9 percent), Wyoming (6.8 percent), and Utah (6.3 percent), the report noted. All of those states, led by Nevada, were among the 10 fastest-growing states during the 1970's.

The five states that have lost population since the 1980 census—Michigan, Indiana, Iowa, Ohio, and West Virginia—grew during the 1970's. New York and Rhode Island, the two states that lost population during the 1970's, reversed that trend between 1980 and 1982.

During the two years following the last national census, the nation's population grew by about 5 million, the bureau said. The South and the West had about 92 percent of that gain, or 4.6 million. Within those regions, California, Texas, and Florida gained 2.8 million, or more than half of the national total.

The 10 states recording the highest number of births in the nation between 1980 and 1982 were: California (937,000), Texas (630,000), New York (544,000), Illinois (442,000), Ohio (379,000), Pennsylvania (361,000), Michigan (312,000), Florida (308,000), New Jersey (218,000), and Georgia (205,000).

STATES

Wyoming Gov. Signs Final Legislation For Finance Reform

Wyoming's school-finance reform, ordered by the state supreme court and approved in principle by the state's voters last fall, has been passed by the legislature and signed by Gov. Ed Herschler.

The measure, as modified by the State Senate, will set property-tax levies in all districts at between 25 and 28 mills. Districts whose local per-pupil revenues fall below the statewide average will receive enough state funds to bring them up to the average, while local revenues in property-wealthy districts are subject to "recapture" by the state if they exceed 150 percent of the statewide average.

The measure also repeals state "supplemental aid," which in the past has gone to poor districts, and puts more money into the state foundation fund, thus enlarging the base of revenue that can be used for equalization. The state will now guarantee that each "classroom unit" will receive $73,000 per year from state and local sources; the previous figure was $41,550 per classroom unit.

Most of the reform will be paid for by the state's collection and redistribution of funds currently collected and spent at the local level, according to state officials. About $9 million in new money will flow into the system as wealthier districts raise their tax rates to meet the new minimum local levy.

The move, which will increase the state foundation program's share of educational expenses from an average of about 32 percent to 42 percent, will greatly lessen the disparities between districts' tax bases, which were found unconstitutional in 1981, according to Mel Gillispie, assistant state superintendent.

Minnesota To Probe Alleged Violations Of Class-Size Rule

The Minnesota Department of Education has begun an investigation into allegations made by the Minnesota Education Association that classes in some school districts exceed the state board's rule on class size.

The M.E.A. charged last year that 41 of the state's 436 school districts violated the state rule on student-teacher ratio. The union had planned to file a lawsuit against the state board unless the department investigated the charges, according to E. Raymond Peterson, associate commissioner of education.

Mr. Peterson said the department

FEDERAL FILE

He Who Laughs . . .

A more confident and relaxed Secretary of Education has been making appearances at hearings and meetings around the country recently.

Terrel H. Bell, who has frequently exhibited a troubled, harried countenance as he defended the Reagan Administration's education plans, is said by associates to have emerged triumphant from the Administration's latest internal budget deliberations. He is benefiting, they say, from the new "moderate" stance on education issues taken by the Administration.

Since early February, when the Administration unveiled an education budget that was considerably larger than 1982's version, the Secretary has even begun including jokes in his speeches to education groups—groups that had previously given the Secretary a less-than-cordial reception.

In addressing special educators, he was heard to ask, upon receiving a glass of water: "Am I getting this because my voice is gravelly or because my speech is too dry?"

At a recent meeting with state education officials, Mr. Bell opened his address by inviting those in the back of the room to take empty chairs in the front. When few complied, he quipped, "Well, I guess some of you would rather take this standing up."

The time came for questions from the state leaders. "Take me on," Mr. Bell urged. "If I can't handle them, I'll try to obfuscate."

In the Defense of . . .

The Administration's 1984 budget proposal calls for the elimination of the $138-million program that supports public, college, and research libraries. Donald J. Senese, the Education Department official in charge of the program, defended that proposal before the Senate Appropriations subcommittee on education last week, arguing that state and local governments and private sources would support libraries in the absence of federal funds.

But Mr. Senese elicited a strong rebuttal from Senator Mark O. Hatfield, Republican of Oregon.

"Over my high school's doors were the phrases, 'enter to grow in wisdom' and 'education—the defense of the state,'" the Senator said. "I reflect on those phrases and realize the importance of education to the life of the state," he said.

Senator Hatfield, who chairs the full Appropriations Committee—which has ultimate responsibility for determining the education budget—added: "I hope you don't anticipate being out of business in this field next year."

A Long and Successful . . .

At the same budget hearing, Senator Hatfield wished "longevity" to Manuel J. Justiz, the new director of the National Institute of Education, the education-research agency.

He added the hope that Mr. Justiz, the institute's fifth director in three years, would "get on with the mandated purposes [of the N.I.E.] and be free of this ideological infighting."

"The department was used as a dumping ground for every person who felt he had something owed him," he said. "Let's get out of this rut." —E.W.

Schools Using Block Grants for 'High-Tech' Purchases

By Susan G. Foster

More of the nation's school districts are receiving federal funds under the Reagan Administration's education block-grant program. And as a result, more districts are being helped to "move into the high-technology era," according to the results of a recent survey.

But as those small districts gain federal funding, the nation's urban school districts lose money. And that situation, according to a report on the survey, is creating a serious equity problem.

1,110 Districts Responded

The random-sample survey of 2,500 districts was conducted by the American Association of School Administrators (A.A.S.A.) in an attempt to assess the impact of the Administration's Education Consolidation and Improvement Act of 1981 (E.C.I.A.) on the schools. About 1,100 districts responded to the A.A.S.A. survey.

According to a report on the survey's results, 67 percent of the districts received more money during the 1982-83 school year under Chapter 2 of the E.C.I.A. than they did during the 1981-82 school year, when federal funds were allocated categorically for 28 individual programs.

The survey found that 31 percent of the districts received less money and 2 percent of the districts reported "no funding gain or loss."

51 Percent Increase

Overall, the survey found a 51 percent increase in the number of school districts receiving Chapter 2 grants, which has meant smaller grants for urban school districts.

"The vast majority of students attend schools in large urban centers, the big losers under the block-grant program," the report asserts. "The small districts are gaining funds, but they serve few students."

As a result of the loss of money, desegregation programs in urban schools have been "crippled," the survey's report contends. The survey found that 94 percent of the districts are not using Chapter 2 funds for desegregation purposes.

More than half of the districts reported using their grants to purchase books and other instructional materials; 50 percent spent the money for computer hardware; 34 percent purchased computer software; 19 percent used the money for staff-training programs; and 16 percent funded salaries, according to the survey. "Because there is uncertainty about the future of Chapter 2 and there is not much money, school administrators are funding nonrecurring expenditures," the report notes.

For about 85 percent of the districts that received $1,000 or less during the 1981-82 school year—primarily smaller school districts—this year's allocation brought a 200-percent or greater increase in the previous amount, according to the survey.

This year, the average allocation for these districts was $2,216; last year, the average grant was $597.

On the other hand, districts that had grants of more than $250,000 through the categorical programs received about 80-percent less through the block-grant program. The survey found that in 1982-83, these districts received an average of $105,463.

Significant Funding Losses

The survey also found significant funding losses among districts that received between $50,000 and $75,999 during the 1981-82 school year.

Of about 21 school districts that received $1 million or more under the categorical funding, only three districts received that amount under the block-grant program, according to Claudia Austin, who directed the A.A.S.A. survey.

1982-83 Funding of Previous Categoricals

Percentage of School Districts Funding the Program	Programs	Average Amount Appropriated
88.0%	Instructional materials and school-library resources	$15,073.00
29.6	Improvement in local education practices	3,605.00
17.8	Other	2,651.00
14.4	Guidance, counseling, and testing	703.00
13.3	Gifted and talented	1,033.00
8.2	Arts in education	300.00
6.8	Career education	165.00
6.4	Teacher centers	248.00
5.9	Health education	00,217.00
5.7	Emergency School Aid Act (ESAA)	871.00
5.0	Educational proficiency standards	110.00
4.9	Environmental education	198.00
4.8	Law-related education	43.00
4.7	Strengthening state-educational agency mgmt.	163.00
4.7	Desegregation training and advisory services	94.00
4.7	Community schools	15.00
4.6	Correction education	153.00
4.6	Ethnic-heritage studies	53.00
4.4	Youth employment	26.00
4.4	Preschool partnership programs	18.00
4.4	Safe schools	6.00
4.4	Dissemination of information	5.00
4.3	Consumer education	29.00
4.3	Biomedical sciences	2.00
4.3	Population education	2.00
4.2	International understanding	0.00
4.1	Metric education	6.00
4.1	Precollege-teacher-development center	0.00
4.1	Teacher corps	0.00

Source: American Association of School Administrators

Distribution of 1982-83 ECIA Chapter 2 Funds (Percentages of Districts Spending Funds for Stated Purposes)

	Regions of the United States													
Funding Priorities	Total	New England	Mid-east	South-east	Great Lakes	Plains	South-west	Rocky Mtns.	Far West	Mich.	N.Y.	Ohio	Penn.	Tex.
Books, materials	56.3%	55.4%	48.8%	73.5%	48.1%	45.8%	74.6%	45.3%	53.6%	34.4%	48.5%	68.1%	47.7%	80.8%
Computer hardware	49.8	66.1	63.	36.7	63.6	53.1	21.6	47.2	50.0	59.4	57.6	62.5	69.6	21.9
Computer software	33.7	42.9	46.9	26.0	43.0	31.1	17.9	15.1	40.5	45.3	45.5	36.1	47.8	12.3
Audiovisual equipment	24.8	17.9	14.8	32.7	29.4	23.2	24.6	24.0	17.9	25.0	91.1	43.1	20.3	19.2
Staff Training	18.5	42.9	18.5	19.9	18.2	11.3	17.9	18.9	16.7	25.0	2.7	16.7	13.0	26.0
Salaries	15.4	17.9	17.9	18.9	10.7	13.6	19.4	7.5	14.3	12.5	16.7	12.5	14.5	21.9
Testing/Evaluation	7.5	7.1	4.9	9.2	15.0	2.3	6.0	9.4	2.4	14.1	3.0	16.7	4.3	4.1
4.7	6.1	18.1	13.0	8.2										
Other equipment	6.2	1.8	8.6	11.2	10.3	5.6	9.0	5.7	4.8	7.8	3.0	11.1	—	1.4
Enrichment (assemblies, field trips, etc.)	4.5	8.9	3.1	3.6	8.4	2.8	3.7	3.8	2.4					
Contracted services, consultants, payments to RESAS	6.7	14.3	6.2	7.1	4.7	1.7	17.2	—	4.8	4.7	7.6	1.4	1.4	28.8
Remedial services	2.8	—	3.1	4.6	2.8	0.6	3.7	3.8	2.4	4.7	1.5	4.2	2.9	6.8
Guidance/Vocational assistance	2.2	1.8	0.6	3.1	2.3	2.8	3.0	3.0	1.9	4.7	—	—	1.4	5.5
Curriculum development	1.6	1.8	1.9	—	2.3	2.3	3.0	—	—	1.6	1.5	1.4	2.9	4.1
Travel	1.0	—	1.9	2.0	—	—	2.2	—	1.2	—	—	—	1.4	4.1

U.S. Abandons Attempt To Weaken Handicapped-Rights Rules

Plan To Coordinate Agencies' Civil-Rights Enforcement Shelved

By Tom Mirga

WASHINGTON—The Reagan Administration has abandoned its plans to rewrite regulations governing the federal law barring discrimination against the handicapped in federally funded programs, Vice President George Bush announced last week.

At the same time, a spokesman for the Justice Department announced that the Administration, at least for the time being, had also cancelled its plan to issue new regulations that would have provided for the coordination of all federal civil-rights activities under the department. The proposed revision of the handicapped-rights regulations was a part of the larger Justice Department "coordination" regulations.

Advocates for the handicapped called the Reagan Administration's decision "the greatest victory for the handicapped since 1977," when hundreds of handicapped individuals engaged in acts of civil disobedience in order to spur the government to issue regulations for Section 504 of the Rehabilitation Act of 1973.

Law Prohibits Discrimination

The law prohibits discrimination "against an otherwise qualified handicapped individual" in programs, including those in schools and colleges, that receive federal assistance.

Mr. Bush, who chairs the President's Task Force on Regulatory Relief, made known the Administration's decision in letters dated March 21 to several handicapped-rights groups.

The Vice President explained that "a full evaluation [had] prompted the conclusion that extensive change of the existing 504 coordination regulations was not required, and that with respect to those few areas where clarification might be desirable, the courts are currently providing useful guidance and can be expected to do so in the future."

In late 1980, former President Jimmy Carter issued an executive order giving the Justice Department the authority to coordinate the implementation and enforcement of all federal laws barring discrimination on the basis of race, sex, handicap, and age.

Part of that order authorizes the Attorney General to review existing and proposed civil-rights regulations and to issue new regulations "as necessary" after consulting with departments and agencies affected by the changes.

In early January 1982, handicapped-rights groups obtained a draft copy of the so-called "coordination" regulation that had been circulating in the Justice Department. That document contained a "deregulation" proposal for Section 504 that the groups said "would drastically undermine the federal government's commitment to equal rights for disabled Americans."

'Potential Contributions'

Later that year, the groups obtained a draft of the deregulation proposal circulating in the Office of Management and Budget that contained a provision that would have allowed programs receiving federal aid to consider a handicapped individual's "potential contributions to society" when determining adjust-

Continued on Page 11

ASSOCIATIONS

Concern over state-level legislative and judicial activities involving the regulation of private schools has prompted the **Independent Schools Association of the Central States** to establish a network of representatives in each state to monitor developments.

Early conclusions that can be drawn from the information-gathering efforts of the network, reports Thomas Read, editor of the group's newsletter, include these: the nonpublic-school sector in the Midwest has grown rapidly, and independent schools constitute only 1.9 percent of all such schools; "in general, more aid given private schools by the state means more regulation by the state"; in states where private schools have the most influence, it is because they coordinate their efforts; and "pressures in the states to control private schools will not decrease and will require continuing alertness."

The network's activities have also resulted in a chart recently sent to association members showing the status of state regulatory initiatives and private-school responses across the Central states.

□

The **New Hampshire Association of School Principals** is joining the administrators' groups that have established their own foundations as a way of decreasing costs while expanding their fundraising capabilities. *(See Associations Column, Education Week, March 16, 1983.)*

□

The following organization, which a spokesman describes as "one of the largest independent general-membership education associations in the nation," would like to make itself known to other readers of *Education Week*:

Association of Texas Professional Educators
411 West 13th St., Suite 700
Austin, Tex. 78701
(512) 478-2873
Mike Morrow—Executive Director
Sally Weidemann—President

The association was established in 1980 through the consolidation of two state education associations formed five years earlier when the **Texas State Teachers Association** affiliated with the **National Education Association.**

Among its activities, the association publishes a monthly magazine, the most recent issue of which featured an informative look at the national textbook industry and Texas's prominent influence on it. A limited number of single copies is available; write Kevin D. Higgenbotham, advertising director, at the above address.

□

Kenneth J. Tewel, the principal of New York City's distinguished Stuyvesant High School—which he calls "the finest high school in the nation"—is hunting for his alumni. The school, says Mr. Tewel, has formed a **Stuyvesant High School Coalition** "to mobilize the resources of our alumni" and is searching out those graduates across the nation. Send name, address, current status, and graduation year to him at the high school, 345 15th St., New York, N. Y. 10003. —M.M.

Catholic Schools Note 2-Percent Drop in Enrollment

Continued from Page 1

Mr. Manno also said that the Catholic-school figures must be viewed in relation to trends in other private schools and in public schools. *(See related story on this page.)*

64 Percent of Students

Catholic schools enroll 64 percent of private-school students, according to Bruce S. Cooper, a Fordham University researcher, who, with Mr. Manno and Donald H. McLaughlin at The American Institutes for Research in Palo Alto, Calif., is preparing a paper called "The Latest Word on Private School Growth."

Every year since the 1969-70 school year, the N.C.E.A. has published a statistical report on Catholic elementary and secondary schools in the United States. *(See Databank on page 15.)*

Among the other highlights in the report:

- The percentage of minority students in Catholic schools continued to increase this year and exceeds one-fifth of the total enrollment.

Hispanic Enrollment Increased

The percentage of minority students in Catholic schools has grown from 10.8 percent in 1970-71 to 20.4 percent this school year. Hispanic enrollment increased from 177,900 to 216,800 in that period, and black enrollment climbed from 172,000 to 208,800.

The percentage of non-Catholic students has increased from 2.7 percent in 1969-70 to 10.6 percent this year.

- The total number of elementary- and secondary-school pupils, public and private, continues the decline that began in 1970.

Using 1970 as a base year, the report states, total elementary and secondary enrollment declined from 51.3 million pupils in 1970 to an estimated 45.8 million in 1980, a decrease of almost 11 percent.

The number of elementary-school-age children (5 to 13) is projected to increase in 1985, the report notes, because of the recent upsurge in the annual birthrate.

- Catholic-school enrollments today constitute a far smaller sector of private education than they did at their high point in the mid-1960's, according to the N.C.E.A. figures.

In 1965-66, Catholic-school enrollments were 87 percent of total private-school enrollment. By 1978-79, they represented only 64 percent of that total enrollment.

- This year, there are 7,950 Catholic elementary schools and 1,482 secondary schools, a total of 62 fewer schools than in 1981-82. That decline is the smallest since the 1960's, the report says.

Record Closings in 1971-72

In the 1965-66 school year, a six-year period of closings and consolidations began that culminated in a record 509 closings in 1971-72. In the past seven years, however, an average of 80 schools annually have closed, according to the N.C.E.A.

- Today, about 55 percent of all Catholic schools are in the regions the N.C.E.A. designates as Mideast (Delaware, Maryland, New Jersey, New York, Pennsylvania, and the District of Columbia), and Great Lakes (Illinois, Indiana, Michigan, Ohio, and Wisconsin).
- The number of full-time faculty members in Catholic elementary and secondary schools this year increased by 288 teachers to 146,460.

The shift in Catholic schools from religious to lay staff continues. This year, 77.3 percent of the schools' elementary teachers, and 73.5 percent of their secondary teachers, are lay persons.

The report is called "United States Catholic Elementary and Secondary Schools, 1982-1983: A Statistical Report on Schools, Enrollment, and Staffing."

Mr. Manno compiled data for the report, and Frank H. Bredeweg, a statistician, analyzed it.

Copies may be obtained for $2.95 from Publication Sales, N.C.E.A., Suite 100, 1077 30th St., N. W., Washington, D. C. 20007.

NCEA PHOTO

While overall enrollment in Catholic schools declined unexpectedly this year, the proportion of non-Catholic, Hispanic, and black students increased.

Student Enrollment Growing in Independent, Lutheran Schools

Increases Are Also Reported in Other Church-Affiliated Schools

In addition to the National Catholic Educational Association, a number of private-school associations have compiled information on enrollment, numbers of schools, and other statistics for the 1982-83 school year.

- The National Association of Independent Schools (N.A.I.S.) reports that, as of September, 1982, its United States membership included 336,347 elementary and secondary students in 842 schools.

Last year, there were 326,165 students in 828 schools, according to Gayle Merrithew, an N.A.I.S. statistician.

Enrollments Have Grown

Enrollments in and numbers of N.A.I.S. schools have grown steadily over the past several years, according to the group's statistics. In 1978-79, for example, there were 747 schools with 281,344 students.

- Enrollment in Lutheran elementary and secondary schools this year is 181,568, up 3.6 percent from last year, according to H. James Boldt, secretary of elementary and secondary schools for The Lutheran Church-Missouri Synod.

The number of Lutheran elementary schools increased by 63, to 1,542.

Mr. Boldt noted that some Lutheran schools did not report and were not included in the official survey results. For example, he said there are actually closer to 85 new elementary schools.

Enrollments Increased

Enrollments in Lutheran high schools increased to 16,493 this year, up from 16,150 in 1981-82. There are 61 high schools, Mr. Boldt said, three more than last year.

Lutheran enrollments have been increasing steadily since 1972, he said.

The nonwhite enrollment in Lutheran schools increased 1.1 percent this year. The overall racial makeup of Lutheran schools is now 87.4-percent white, 7.6-percent black, 1.5-percent Mexican-American, and the rest from a variety of oriental ethnic groups.

- The Association of Christian Schools International, based in La Habra, Calif., reports that its 1,933 member schools enrolled 337,554 students (including preschool and some college students) for 1982-83.

Last year, there were 320,950 students in 1,728 schools, a spokesman for the organization said. In 1980-81 there were 289,001 students in 1,482 schools.

- The American Association of Christian Schools (A.A.C.S.), based in Normal, Ill., reports 1982-83 enrollments totalling 166,734 students (kindergarten through 12th grade) in 1,105 schools.

Gerald B. Carlson, field director for A.A.C.S., says 20 more schools have been added to the group since this information was compiled in February.

Last year, a total of 155,000 students attended 1,048 A.A.C.S. schools, he said. In 1980-81, there were 144,647 students in 907 schools.

- Christian Schools International, based in Grand Rapids, Mich., counted 72,443 students in 379 schools for 1982-83 as of last October.

Last year, the group's 368 schools enrolled 71,235 students.

- Total elementary and secondary enrollment in schools run by the North American Division of the 7th-Day Adventists dropped from 73,596 last year to 70,484 in 1982-83.

The number of schools fell from 1,558 to 1,550 in the same period.

'Driven By Tuition'

Donald E. Lee, director of institutional research, attributes the loss to the continuing effects of the low birth rate, and the economy. "Our schools are essentially all driven by tuition," he said, "so I'm sure the economy has hit some of them."

- The Philadelphia-based Friends Council on Education, an association of Quaker schools, reports a 1982-83 enrollment (including nursery-school through 12th-grade students) of 15,955 students in 69 schools. Last year, there were 68 schools with 15,675 students, said Ruth A. Seeley, the administrative assistant for the council.

The percentages of Quakers at Friends-operated schools ranges from 1 percent to about 80 percent, Ms. Seeley said.

The most recent information on minority enrollments in Friends' schools (from 1980-81) shows that out of that year's total of 15,025 students, 1,508 were black, and 584 were "other nonwhite" students, she said.

Proportions Stay the Same

In a report on 1981 enrollment statistics released last week, the U. S. Bureau of the Census noted that the proportion of elementary and secondary students in private schools was about the same in 1981 as in 1971.

About 11 percent of elementary-level students were in private schools in those two years. In 1981, 8.3 percent of secondary-school students attended private schools, compared to 8.9 percent in 1971. —A.H.

DATABANK

Catholic-School Enrollment and Staffing, 1982-83

Total enrollment in the nation's Catholic schools declined by 2.2 percent this year, according to an annual statistical report compiled by the National Catholic Educational Association. Catholic schools now enroll 3,026,000 students, 68,000 less than last year. Catholic secondary schools lost 27,000 students, according to the report.

As the following tables illustrate, the number of minority students, non-Catholic students, and lay teachers continued to increase this year.

The statistics are taken from "United States Catholic Elementary and Secondary Schools, 1982-1983: A Statistical Report on Schools, Enrollment, and Staffing." (See story on page 1.)

Private Education by Religious Affiliation
1965-66 and 1978-79

	1965-66		1978-79	
	Schools	**Pupils**	**Schools**	**Pupils**
Roman Catholic	13,484	5,481,300	9,849	3,269,800
Lutheran	1,457	188,500	1,485	217,400
7th Day Adventist	1,149	62,600	1,106	148,200
Baptist	145	25,200	898	204,100
Jewish	272	52,600	406	101,800
Episcopal	320	48,600	314	76,500
Methodist	46	5,600	60	11,200
Presbyterian	36	4,800	60	12,800
Friends	56	10,600	50	14,600
Other Church-Related	612	83,700	1,531	281,200
Total Church-Related	17,577	5,963,500	15,719	4,337,600
Not Church-Related	2,369	341,300	3,947	746,700
Total Private	19,946	6,304,800	19,666	5,084,300

SOURCE: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, National Center for Education Statistics, page 7

Catholic School Enrollment by Ethnic Background
1970-71, 1980-81, 1982-83

Elementary	1970-71	Percent	1980-81	Percent	1981-82	Percent
Black Americans	172,000	5.1	200,300	8.8	208,800	9.4
Hispanic Americans	177,900	5.3	190,300	8.5	216,800	9.7
Asian Americans	18,300	0.5	42,000	1.9	51,300	2.3
American Indians	18,000	0.5	7,300	0.3	7,600	0.4
All Others	2,969,300	88.6	1,820,400	80.2	1,740,400	78.2
TOTAL	**3,355,500**	**100.0**	**2,269,300**	**100.0**	**2,224,900**	**100.0**
Secondary						
Black Americans	37,500	3.7	52,600	6.3	57,400	7.2
Hispanic Americans	38,600	3.8	56,700	6.8	57,900	7.2
Asian Americans	5,200	0.5	10,100	1.2	12,300	1.5
American Indians	2,400	0.2	2,400	0.3	3,100	0.4
All Others	924,400	91.8	715,200	85.4	670,600	83.7
TOTAL	**1,008,100**	**100.0**	**837,000**	**100.0**	**801,200**	**100.0**
All Schools						
Black Americans	209,500	4.8	252,900	8.1	266,200	8.8
Hispanic Americans	216,500	5.0	256,000	8.3	274,700	9.1
Asian Americans	23,500	0.5	52,100	1.7	63,600	2.1
American Indians	20,400	0.5	9,700	0.3	10,700	0.4
All Others	3,893,700	89.2	2,535,600	81.6	2,411,000	79.6
TOTAL	**4,363,600**	**100.0**	**3,106,300**	**100.0**	**3,026,200**	**100.0**

SOURCE: National Catholic Educational Association

Student Enrollment in the Ten Largest States
1980-81 to 1982-83

	1980-81	1981-82	1982-83	1982-83 Decrease
New York	418,500	415,400	396,400	19,000
Pennsylvania	312,300	310,500	302,500	8,000
Illinois	275,600	278,100	269,700	8,400
California	261,200	262,600	260,200	2,400
Ohio	226,600	211,300	214,900	(3,600)
New Jersey	188,900	187,600	180,400	7,200
Michigan	130,300	130,600	127,700	2,900
Louisiana	109,600	111,100	110,000	1,100
Massachusetts	103,500	108,000	107,000	1,000
Wisconsin	108,500	104,900	101,900	3,000
Total, Largest States	**2,135,000**	**2,120,100**	**2,070,700**	**49,400**
Total, United States	**3,106,000**	**3,094,000**	**3,027,000**	
Percent	**68.7%**	**68.5%**	**68.4%**	

SOURCE: National Catholic Educational Association

Full-Time Teaching Staff
1979-80 through 1982-83

Elementary	1978-79	Per-cent	1979-80	Per-cent	1980-81	Per-cent	1981-82	Per-cent	1982-83	Per-cent
Sisters	28,460	28.9	26,868	27.5	24,454	25.3	23,289	24.0	21,597	22.2
Male Religious	502	0.5	500	0.5	444	0.5	577	0.6	515	0.5
Lay Teachers	69,564	70.6	70,356	72.0	71,841	74.2	72,981	75.4	75,225	77.3
Total	**98,526**	**100.0**	**97,724**	**100.0**	**96,739**	**100.0**	**96,847**	**100.0**	**97,337**	**100.0**
Secondary										
Sisters	10,616	21.5	9,814	19.8	9,170	18.7	8,738	17.7	8,016	16.3
Male Religious	5,880	11.9	5,550	11.2	5,306	10.8	5,139	10.4	4,992	10.2
Lay Teachers	32,913	66.6	34,206	69.0	34,562	70.5	35,448	71.9	36,115	73.5
Total	**49,409**	**100.0**	**49,570**	**100.0**	**49,038**	**100.0**	**49,325**	**100.0**	**49,123**	**100.0**
All Schools										
Sisters	39,080	26.4	36,682	24.9	33,624	23.1	32,027	21.9	29,613	20.2
Male Religious	6,382	4.3	6,050	4.1	5,750	3.9	5,716	3.9	5,507	3.8
Lay Teachers	102,487	69.3	104,562	71.0	106,403	73.0	108,429	74.2	111,340	76.0
Total	**147,948**	**100.0**	**147,294**	**100.0**	**145,777**	**100.0**	**146,172**	**100.0**	**146,460**	**100.0**

SOURCE: National Catholic Educational Association

Elementary and Secondary Schools by Region
1978-79 through 1982-83

Elementary	1978-79	1979-80	1980-81	1981-82	1982-83
New England	557	551	548	541	544
Mideast	2,421	2,394	2,361	2,316	2,301
Great Lakes	2,175	2,160	2,147	2,135	2,113
Plains	910	904	901	898	897
Southeast	855	853	848	861	847
West/Far West	1,241	1,238	1,238	1,245	1,248
United States	**8,159**	**8,100**	**8,043**	**7,996**	**7,950**
Secondary					
New England	135	133	129	126	124
Mideast	456	447	438	430	429
Great Lakes	336	331	327	322	316
Plains	176	172	169	169	168
Southeast	198	198	197	194	194
West/Far West	263	259	256	257	251
United States	**1,564**	**1,540**	**1,516**	**1,498**	**1,482**
All Schools					
New England	692	684	677	667	668
Mideast	2,877	2,841	2,799	2,746	2,730
Great Lakes	2,511	2,491	2,474	2,457	2,429
Plains	1,086	1,076	1,070	1,067	1,065
Southeast	1,053	1,051	1,045	1,055	1,041
West/Far West	1,504	1,497	1,494	1,502	1,499
United States	**9,723**	**9,640**	**9,559**	**9,494**	**9,432**

SOURCE: National Catholic Educational Association

Student Enrollment in the Twenty Largest Dioceses
1980-81 to 1982-83

	1980-81	1981-82	1982-83	1982-83 Decrease
Chicago	187,600	189,800	183,500	6,300
Philadelphia	167,800	167,600	163,200	4,400
New York	135,800	133,800	129,700	4,100
Brooklyn	116,100	114,600	111,700	2,900
Los Angeles	110,900	111,700	110,500	1,200
Detroit	82,700	81,900	80,800	1,100
Newark	81,300	80,600	76,200	4,400
Cleveland	83,700	79,500	80,800	(1,300)
Boston	69,900	72,200	71,500	700
St. Louis	67,900	67,200	66,700	500
New Orleans	61,400	61,700	60,700	1,000
Cincinnati	59,500	56,300	56,900	(600)
Trenton	56,100	55,500	54,000*	1,500
Milwaukee	56,200	52,800	51,500	1,300
Rockville Centre	50,500	51,800	49,200	2,600
Pittsburgh	48,400	47,900	46,400	1,500
Buffalo	42,400	42,100	39,400	2,700
Baltimore	42,100	41,700	41,300	400
St. Paul/Minneapolis	40,400	40,200	39,400	800
Miami	36,900	37,800	37,100	700
Largest Diocese	**1,596,800**	**1,586,700**	**1,550,500**	**36,200**
All Dioceses	**3,106,000**	**3,094,000**	**3,027,000**	
Percent	**51.4%**	**51.2%**	**51.2%**	

* For purposes of comparison, the Diocese of Metuchen is shown with the Diocese of Trenton in 1982-83, the year of its formation.

SOURCE: National Catholic Educational Association

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LESS IMPACT

"Time-on-task" is often linked with better student performance, but a new federally funded analysis of previous studies concludes there is insufficient evidence that the time spent on instruction increases student learning.

See Page 4.

MORE SUPPORT

New legislation to increase federal funding for mathematics and science education seems inevitable, but observers believe the Senate will vote fewer dollars for narrower objectives than the House of Representatives.

See Page 11.

EQUAL BENEFITS

The U. S. Supreme Court has heard arguments in a case that could have a major impact on retirement programs for educators. At issue: the constitutionality of awarding lower benefits to women because, statistically, they live longer.

See Page 10.

EDUCATION WEEK

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Voluntary Desegregation Plan Advances in St. Louis, Suburbs

By Tom Mirga

Lawyers for the St. Louis public schools, 23 suburban school districts, and the National Association for the Advancement of Colored People (N.A.A.C.P.) narrowly beat a court-imposed deadline and agreed to the terms of a comprehensive document last week that paves the way for the nation's first voluntary school-desegregation plan between a major American city and its suburbs.

The 70-page plan and its 270-page appendix were presented to U. S. District Judge William L. Hungate last Wednesday, less than an hour before the plan was due. It envisions the transfer of 15,000 black students from the city to predominantly white suburban schools by 1988, according to Gene Uram, chief desegregation planner for the city's schools.

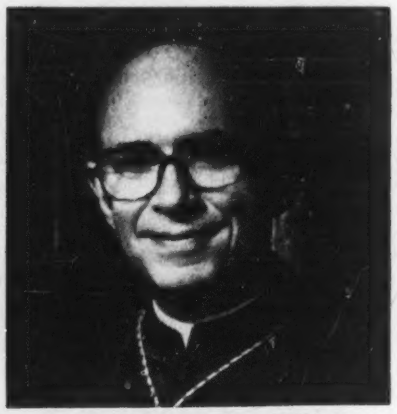
The plan, which would go into effect next September, also calls for the establishment of new magnet schools and programs in both the city and the suburbs, the voluntary integration of teaching staffs, and the creation of a new coordinating committee to oversee its implementation.

The plan must now be approved by 22 of the 23 suburban districts' school boards. The city school board, the outlying Riverview Gardens board, and the N.A.A.C.P. have

Continued on Page 15

JOE GLICK

These kindergartners have a physical-education program unlike most. For a report on physical education in the schools, see Page 12.



Cardinal Bernardin of Chicago

Catholic Schools, Officials Discuss Nuclear Issues

By Alex Heard

WASHINGTON—Among the many topics to be discussed here at this week's 80th annual meeting of the National Catholic Educational Association (N.C.E.A.) is one that has been hotly debated within the Catholic church in recent months: the moral and theological implications of nuclear war.

The controversy surrounds "The Challenge of Peace," a "pastoral" letter to the nation's Roman Catholics from the National Conference of Catholic Bishops Ad Hoc Committee on War and Peace. The letter is now in final-draft stage and will be completed at a special meeting of the bishops in

Continued on Page 14

Teachers-To-Be: Efforts to Upgrade Their Training Continue

Higher Standards Urged in California Colleges

By Michael Fallon
Special to Education Week

SACRAMENTO—An advisory committee to the trustees of the 19-campus California State University system has recommended that the system—the nation's leading producer of teachers—substantially tighten its standards for the selection and training of candidates for the profession.

The report of the 18-member advisory committee to W. Ann Reynolds, chancellor of the California State University (C.S.U.) system, calls for more rigorous admissions requirements for teacher-education programs, for requirements that students demonstrate competence in college-level "basic skills" upon completion of the programs, and for the establishment of a re-certification system for teachers based on graduate work.

The C.S.U. system trains the majority of teachers and administrators in California schools and about one of every 12 teachers in the nation, according to the committee. In the last six years, C.S.U. campuses have recommended nearly 80,000 men and women for teaching credentials and awarded almost 20,000 master's degrees.

The advisory panel, appointed by Ms. Reynolds's predecessor, Glenn S. Dumke, included 18 faculty members and administrators from various institutions within the C.S.U. system. Members were drawn from education as well as other disciplines.

Before preparing its report, the committee interviewed over a two-year period more than 400 C.S.U. faculty members, administrators, and students, as well as 250 public-school teachers, administrators, and

Continued on Page 17

Colo. Teachers Report Training Inadequate

By John Chaffee Jr.
Special to Education Week

DENVER—Colorado teachers are critical of many of the teacher-training courses they took to prepare for their profession.

Asked by the Colorado Department of Education to rate the quality of their training in 27 subjects, more than 1,000 first- and third-year teachers expressed dissatisfaction with their preparation in student discipline, legal issues in education, working with gifted and talented students, facilitating parent-teacher cooperation, and working with culturally diverse groups of students.

Representing 13 teacher-training institutions in the state, the teachers who responded to the annual survey gave their

Continued on Page 17

Black Colleges Seek To Boost Test Skills

By Hope Aldrich

Threatened by the high failure rates of their students on national basic-skills tests, nine predominantly black education schools are implementing a new program to better prepare those students for the types of questions found on the standardized tests.

The nine schools are all in states that now require teacher candidates to pass the National Teacher Examination (N.T.E.) before they are given teaching licenses. Failure rates for blacks on the test have been as high as 80 percent in some teacher-education programs, said Eva Galambos of the Southern Regional Education Board, the interstate advisory group that proposed, and will sponsor, the program.

The N.T.E. has been adopted by seven states, and many more are considering using it in an effort to upgrade the quality of their public-school teachers, said Ms. Galambos. Five other states are using similar teacher-certification tests.

Some educators, pointing to the high proportion of blacks and Hispanics failing the tests, say they fear such testing will significantly reduce the number of minority teachers in public schools. They also argue

Continued on Page 17

IN SUMMARY

Time on Task
A new study finds little evidence of a significant relationship between time spent on instruction and increased learning. **Story on Page 4.**

Bilingual Education in Illinois
The state board votes to permit districts, except Chicago, to decide how to teach non-English-speaking students. **Story on Page 4.**

Untapped Support
Despite problems, the Midwest has above-average wealth and could spend more for education, according to a new study. **Story on Page 4.**

Letting the Sunshine in
The Minnesota Supreme Court rules that school administrative and planning sessions must be open to the public. **Story on Page 6.**

An Educational Mismatch
A recent study says South Carolina's vocational-education program is not keyed to the current labor market. **Story on Page 6.**

A Plan To Decentralize
One objective of a proposal to divide the Chicago school system into 10 smaller units is to save money. **Story on Page 8.**

Teachers as Students
In an intensive two-day workshop, high-school English teachers sharpen their (sometimes rusty) writing skills. **Story on Page 8.**

A New Equation
An advocate of children's welfare says schools are not sensitive to the problems of one-parent families. **Story on Page 9.**

A Battle Won
Secretary Terrel H. Bell says he has succeeded in his effort to establish a "moderate" federal role in education. **Story on Page 10.**

Commentary .... **18 and 24**
Databank **16**
Deadlines **20**
Events **20**
Hearings **11**
Letters **19**
Marketplace **23**
New in Print **19**
Teachers Column **9**
Washington News **10**

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Federal Court Confirms Rights Of Foster Children

A federal district judge has approved an agreement, outlined in a 44-page document, that requires the Jackson County, Mo., social-services agency to provide better monitoring of children placed in foster homes.

The case, which was filed by the Legal Aid of Western Missouri, has been described as the first federal decision protecting the rights of foster children.

In signing the consent decree last month, Chief Judge Russell G. Clark of the U. S. District Court in Kansas City, Mo., ordered the state to take corrective measures to improve the foster-care program in Jackson County. The implementation of the consent decree is to be supervised by the court.

The suit, which began in 1977, was based on a study of the county's foster-care program showing that 43 percent of the children had been placed in homes that were described as unsuitable and often dangerous.

The study found that 59 percent of the children had not had a medical examination in a year and that 87 percent had not had dental care. There were also incidences of physical abuse.

Agriculture Dept. To Proceed With New Lunch Rules

The Agriculture Department has announced that it will proceed with its plan to require school districts next fall to verify that children receiving free or subsidized meals or milk are eligible for those benefits.

An interim rule published by the department last week recommends that the districts implement the verification standards for the remainder of the current school year and requires them to do so by the beginning of the next school year.

Last year, the department began requiring applicants for the reduced-cost and free meals to supply the names and Social Security numbers of all adults living in their household. The new rule first recommends, then requires, the districts to verify either 3 percent or 3,000 of the applications that they receive.

Under the verification procedure, the districts can ask applicants to provide them with paycheck stubs or notices of unemployment, alimony, child support, or veterans' benefits. If applicants refuse to supply such information, or if they fail to present a landlord, social worker, or other "collateral contact" who can verify their claims, their children will be excluded from the program.

In a related development, Representative Ted S. Weiss, Democrat of New York, has introduced a bill in the House that would eliminate the requirement that applicants provide school officials with the Social Security numbers of all adults in the household. A companion measure, also introduced by Representative Weiss, would allow applicants to deduct "income used for certain hardship conditions" when they determine their eligibility for the program.

CITIES

Pittsburgh Schools To Implement Broad Computer Initiative

The Pittsburgh school board has approved a five-year, $1.3-million plan to put microcomputers in every elementary and secondary school and to require study in "computer literacy" for graduation.

By the time the plan is in place, district officials said, the schools will have at least one computer for every 40 students. The computers will be used for computer-assisted instruction as well as for a required high-school course in programming and for familiarizing students with the technology.

Staff members will be offered training on a voluntary basis, said James F. Angevine, director of management information and planning. He said the district will collaborate with local universities and vendors in that effort.

The district will decide what computer programs, or "software," it will use before investing in any microcomputers, Mr. Angevine said. "We're trying to get away from the typical practice of buying hardware then trying to fit it into the system," he said.

Mr. Angevine said the district would buy only one or two brands of hardware to reduce the cost of the initial purchase and maintenance and to allow software to be used across the system.

A special school-system committee, which has been studying the issue for almost two years, will direct the implementation of the computer initiative in the 42,250-student district, Mr. Angevine said.

About 55 percent of the program will be funded with district funds, a spokesman for the district said. The rest will be financed with funds from Chapter 2 of the federal Education Consolidation and Improvement Act of 1981 and from various private-funding sources.

Macchiarola Backs Wagner For N.Y.C. Superintendent Job

In the midst of a growing debate over who should lead New York City's schools, Frank J. Macchiarola, the former chancellor, has endorsed Deputy Mayor Robert F. Wagner Jr. as his successor.

Black and Hispanic leaders have asked Mr. Wagner, who has been nominated to run the school system by Mayor Edward I. Koch, to withdraw from consideration, however, saying that he has little education experience and that the system should be led by a minority member.

In a caucus last month, minority leaders endorsed Thomas K. Minter, the deputy chancellor for instruction, for the position, which includes the administration of a $3-billion annual budget.

Mr. Minter, a black and a former official in the U.S. Education Department during the Carter Administration, declined comment on Mr. Macchiarola's action.

Richard F. Halverson has been acting chancellor since Mr. Macchiarola resigned March 1.

DISTRICTS

Elementary Student "Strip-Searched" In Wisconsin District

A kindergarten teacher and administrators at her school will face charges of misconduct later this month for allegedly ordering a student to remove her clothes as part of a search for stolen money.

The Oregon, Wis., school board suspended its search policy at a emergency meeting last month and ordered the hearing. A lawyer for the student's parents has called for the teacher's dismissal.

No disciplinary action has been taken against the Brooklyn Elementary School teacher, Joyce Garner, a district official said.

The parents' attorney, John McManus, said the girl and another student were studying alone in a classroom when Ms. Garner returned to the room and discovered $6 missing from her purse.

The girl, according to the lawyer, told the teacher that the other student had taken the money.

Jerald Zibell, the school's principal, authorized Ms. Garner and a secretary to take the student to a

School Enrollment of Population Groups, 1965 to 1981

Total school enrollment continued its downward trend from 1980 to 1981, according to a new report from the U. S. Census Bureau, but the number of Hispanic and black students increased. Elementary-school enrollment was down to about 18 percent below its 1970 peak. High-school enrollment was about 12 percent below its mid-1970's peak. Private-school enrollment was about the same as in 1971.

(Includes those 3 to 34 years old. Numbers in thousands, civilian noninstitutional population.)

Level and control of school	1981[1]	1981	1980	1979	1978	1977	1976	1975	1974	1973	1972	1971	1970	1965
All Races														
Total enrolled	58,390	56,940	57,348	57,854	58,616	60,013	60,482	60,969	60,259	59,392	60,142	61,106	60,357	54,701
Nursery School	2,056	2,026	1,987	1,869	1,824	1,618	1,526	1,748	1,607	1,324	1,283	1,066	1,096	520
Public	663	657	633	636	587	562	476	574	423	400	402	317	333	127
Private	1,396	1,369	1,354	1,233	1,237	1,056	1,050	1,174	1,184	924	881	749	763	393
Kindergarten	3,161	3,069	3,176	3,025	2,989	3,191	3,490	3,393	3,252	3,074	3,135	3,263	3,183	3,057
Public	2,616	2,540	2,690	2,593	2,493	2,665	2,962	2,851	2,726	2,582	2,636	2,689	2,647	2,439
Private	545	529	486	432	496	526	528	542	526	493	499	574	536	618
Elementary school	27,795	27,059	27,440	27,865	28,490	29,234	29,774	30,446	31,126	31,469	32,242	33,507	33,950	32,474
Public	24,758	24,083	24,389	24,756	25,252	25,983	26,698	27,166	27,956	28,201	28,693	29,829	30,001	27,596
Private	3,037	2,976	3,051	3,109	3,238	3,251	3,075	3,279	3,169	3,268	3,549	3,678	3,940	4,878
High School	14,642	14,349	14,556	15,116	15,475	15,753	15,742	15,683	15,447	15,347	15,169	15,183	14,715	12,975
Public	13,523	13,249	(NA)	13,994	14,231	14,505	14,541	14,503	14,275	14,162	14,015	14,057	13,545	11,517
Private	1,119	1,100	(NA)	1,122	1,244	1,248	1,201	1,180	1,172	1,184	1,155	1,126	1,170	1,457
College	10,734	10,437	10,180	9,978	9,838	10,217	9,950	9,697	8,827	8,179	8,313	8,087	7,413	5,675
Public	8,159	7,911	(NA)	7,699	7,427	7,925	7,739	7,704	6,905	6,224	6,337	6,271	5,699	3,840
Private	2,576	2,525	(NA)	2,280	2,410	2,292	2,211	1,994	1,922	1,955	1,976	1,816	1,714	1,836
College:														
Full time	7,569	7,384	7,147	7,010	6,979	7,196	7,176	7,105	6,351	6,089	6,314	6,204	5,763	4,414
Percent	70.5	70.7	70.2	70.3	70.9	70.4	72.1	73.3	71.9	74.4	76.0	76.7	77.7	77.8
Part time	3,166	3,053	3,033	2,968	2,859	3,021	2,773	2,592	2,476	2,090	1,999	1,883	1,650	1,261
White														
Total enrolled	48,169	47,098	47,673	48,225	48,843	50,151	50,761	51,430	50,992	50,617	51,314	52,081	51,719	47,451
Nursery School	1,685	1,657	1,637	1,537	1,456	1,314	1,246	1,432	1,340	1,087	1,079	888	893	451
Public	447	441	432	428	351	372	318	392	293	242	285	225	198	93
Private	1,238	1,216	1,205	1,110	1,105	942	929	1,040	1,046	845	794	664	695	358
Kindergarten	2,597	2,514	2,595	2,437	2,452	2,611	2,881	2,845	2,745	2,584	2,633	2,735	2,706	2,648
Public	2,130	2,060	2,172	2,069	2,009	2,153	2,423	2,363	2,268	2,139	2,185	2,207	2,233	2,086
Private	467	453	423	368	444	458	457	483	477	445	448	527	473	562
Elementary school	22,663	22,081	22,510	22,959	23,524	24,262	24,776	25,412	26,051	26,531	27,185	28,187	28,638	27,679
Public	19,924	19,390	19,743	20,174	20,551	21,312	21,947	22,351	23,063	23,506	23,869	24,720	24,923	22,976
Private	2,739	2,691	2,768	2,785	2,973	2,950	2,829	3,059	2,990	3,025	3,316	3,466	3,715	4,703
High School	12,062	11,862	12,056	12,583	12,897	13,152	13,214	13,224	13,073	13,091	12,959	12,998	12,723	11,356
Public	11,035	10,849	(NA)	11,549	11,741	11,980	12,093	12,112	11,966	11,967	11,876	11,937	11,599	9,961
Private	1,027	1,013	(NA)	1,033	1,156	1,172	1,121	1,112	1,107	1,124	1,083	1,061	1,124	1,395
College	9,162	8,983	8,875	8,709	8,514	8,812	8,644	8,516	7,781	7,324	7,458	7,273	6,759	5,317
Public	6,906	6,754	(NA)	6,672	6,368	6,743	6,657	6,724	6,049	5,550	5,644	5,624	5,168	3,568
Private	2,256	2,229	(NA)	2,037	2,145	2,069	1,987	1,792	1,732	1,773	1,814	1,650	1,591	1,749
College:														
Full time	6,452	6,349	6,212	6,058	5,974	6,165	6,170	6,183	5,575	5,408	5,678	5,560	5,221	4,111
Percent	70.4	70.7	70.0	69.6	70.2	70.0	71.4	72.6	71.6	73.8	76.1	76.4	77.2	77.3
Black														
Total enrolled	8,350	8,282	8,251	8,317	8,416	8,564	8,518	8,400	8,215	7,834	7,959	8,178	7,829	[4]7,242
Nursery School	284	294	294	278	312	250	226	276	227	210	185	151	178	72
Public	182	187	180	185	210	171	146	171	121	146	113	90	129	37
Private	102	107	115	93	102	78	80	105	106	64	72	61	49	36
Kindergarten	474	477	490	497	451	496	542	466	463	423	448	464	426	407
Public	412	415	440	443	414	447	482	426	416	391	402	422	374	353
Private	62	62	50	54	38	50	60	42	47	32	46	42	53	54
Elementary school	4,291	4,281	4,259	4,296	4,356	4,387	4,430	4,509	4,585	4,473	4,573	4,877	4,866	4,796
Public	4,087	4,072	4,058	4,053	4,154	4,166	4,256	4,344	4,455	4,277	4,382	4,712	4,666	4,620
Private	204	208	202	243	202	221	175	165	131	196	191	165	200	176
High School	2,168	2,150	2,200	2,245	2,276	2,327	2,258	2,199	2,125	2,044	2,025	2,006	1,834	1,619
Public	2,102	2,085	(NA)	2,171	2,211	2,269	2,187	2,140	2,072	1,986	1,971	1,951	1,794	1,556
Private	65	65	(NA)	74	65	59	71	59	54	58	54	55	41	62
College	1,133	1,080	1,007	1,002	1,020	1,103	1,062	948	814	684	727	680	522	358
Public	898	857	(NA)	814	822	916	887	782	659	537	582	532	422	272
Private	235	223	(NA)	188	199	187	175	166	155	147	145	148	100	86
College:														
Full time	815	776	723	748	753	803	817	742	589	536	525	534	427	218
Percent	71.9	71.9	71.8	74.6	73.8	72.8	76.9	78.3	72.4	78.3	72.3	78.5	81.8	79.6
Spanish Origin[3]														
Total enrolled	4,551	4,378	4,263	3,608	3,455	3,516	3,623	3,741	3,620	3,171	3,257	(NA)	(NA)	(NA)
Nursery School	131	126	146	89	87	75	68	85	85	68	61	(NA)	(NA)	(NA)
Public	68	66	70	50	47	30	38	47	37	41	43	(NA)	(NA)	(NA)
Private	63	60	75	39	39	46	30	39	48	27	18	(NA)	(NA)	(NA)
Kindergarten	306	292	263	226	231	220	262	235	225	171	241	(NA)	(NA)	(NA)
Public	282	268	234	210	198	206	242	218	207	165	227	(NA)	(NA)	(NA)
Private	24	23	30	16	33	14	20	17	18	6	14	(NA)	(NA)	(NA)
Elementary school	2,474	2,373	2,363	1,934	1,893	1,874	1,934	2,062	2,040	1,884	1,879	(NA)	(NA)	(NA)
Public	2,239	2,146	2,134	1,745	1,704	1,654	1,768	1,858	1,780	1,712	1,705	(NA)	(NA)	(NA)
Private	235	227	228	189	188	220	165	204	260	172	173	(NA)	(NA)	(NA)
High School	1,130	1,101	1,048	920	868	928	932	948	916	758	834	(NA)	(NA)	(NA)
Public	1,056	1,029	(NA)	875	825	836	867	886	858	707	784	(NA)	(NA)	(NA)
Private	74	72	(NA)	45	43	92	65	61	59	51	50	(NA)	(NA)	(NA)
College	510	486	443	440	377	418	427	411	354	290	242	(NA)	(NA)	(NA)
Public	398	379	(NA)	365	315	357	354	358	297	247	213	(NA)	(NA)	(NA)
Private	112	107	(NA)	75	62	60	73	53	57	43	29	(NA)	(NA)	(NA)
College:														
Full time	343	326	294	314	231	287	297	287	247	201	178	(NA)	(NA)	(NA)
Percent	67.3	67.1	66.4	71.4	61.3	68.7	69.6	69.8	69.8	69.3	73.6	(NA)	(NA)	(NA)

(NA) Not Available.

[1] Controlled to 1980 census base.

[2] Controlled to 1970 census base.

[3] Persons of Spanish origin may be of any race.

[4] Enrollment figures for 1965 are for black and other races.

SOURCE: U.S. Department of Commerce, Bureau of the Census

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A HEAD START

An experimental program developed in Israel for culturally disadvantaged families could be used by mothers in the U. S. to develop in their children the learning skills they will need to succeed in school, says the program's director.

See Page 9.

A FAST START

Bright high-school students who feel they are not challenged academically can "drop up" to Simon's Rock—the nation's only college with a freshman class made up entirely of students who have not graduated from high school.

See Page 12.

A NEW START

Carnegie-Mellon University and I.B.M. are collaborating in a project to establish a vast network of personal computers to link students, faculty, alumni, and local businesses in a "wired city" of the future.

See Page 8.

EDUCATION WEEK

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Maryland's School-Finance System Ruled Legal

By Eileen White

Acknowledging that Maryland's system of financing public education was "imperfect," the state's highest court last week overturned a two-year-old decision mandating "mathematical equality" in per-pupil spending among school districts.

In a 5-to-1 decision, the Maryland Court of Appeals held that although "there are great disparities in educational opportunities among the state's school districts," the finance system nevertheless complied with the state's constitutional mandate to provide a "thorough and efficient" education.

The sole dissenter was Judge Harry A. Cole of Baltimore, who wrote that the court "should be committed to admonishing the legislature that it has not fulfilled its constitutional obligation."

The majority opinion vacated a 1981 decision by Circuit Court Judge David Ross, who held, in a case brought by the Baltimore city school district and three rural county districts, that the state had violated its constitution by failing to equalize per-pupil spending.

"Each pupil is entitled to a fair share," which "can be accomplished only by dividing the money [from state and local sources] equally on an accurate per-pupil basis across the state," the lower court said. The decision was interpreted to mean that the state would be required either to bring all school systems' spending up to the level of the state's wealthiest county, or to "cap" the amount of funds school districts would be permitted to spend on education.

Decision Appealed

That decision was appealed by the state and the Montgomery County Public Schools—a district located in a wealthy suburb of Washington, D. C., that maintains the highest level of per-pupil spending in the state, $3,771 last year. Baltimore city, which was joined in the suit by Somerset, Caroline, and St. Mary's counties, spent $2,564. The state average last year was $2,888.

Montgomery County intervened in the case because its officials were "frightened" that Judge Ross's ruling could be interpreted as limiting the amount of funds the county could spend for education, according to Kenneth K. Muir, a spokesman for the school system.

In ruling in the state's favor, the court did not take issue with the poorer districts' con-

Continued on Page 17

49 Government, Civic Leaders Suggest Guidelines for Senate Math-Science Bill

By Eileen White

WASHINGTON—Forty-nine of the nation's leaders in government, business, labor, and education have told the U. S. Senate, which this week is considering numerous bills to improve mathematics and science education, that they believe the legislation should "reflect" 10 general principles.

Led by the Dr. David A. Hamburg, president of the Carnegie Corporation of New York, the group includes six governors, one senator, three university presidents, and a number of corporation, foundation, and education officials. *(See list of participants on page 17.)*

Their statement asks the Senate to include provisions aimed at improving literacy in mathematics and science "for the general population," for women and minorities, and for "the most talented." It also emphasizes "partnerships" among business and labor, education, and government entities and it asks the Congress to encourage "the best scientific minds of the nation" to help improve science education.

"The current situation demands a sense of urgency and calls for bold and creative action. All major sectors are ready to pitch in behind leadership willing to put the highest priority on building our nation's

Continued on Page 17

Arnoldo S. Torres

Hispanic Leader Charges Students Racially Isolated

Asks Civil-Rights Panel To Assess the Problem

By Hope Aldrich

A leader of one of the nation's largest Hispanic advocacy groups was expected to urge the U. S. Commission on Civil Rights this week to investigate the racial isolation of Hispanic public-school children—a phenomenon that has received little national attention but is reported to be as severe as that among black children.

"We don't know what needs to be done; our own communities are ignorant about this," said Arnoldo S. Torres, national executive director of the League of United Latin American Citizens (LULAC), who was to make the presentation to the commission Monday. "But it's of significance enough for the whole country to know about it."

The most recent statistics on Hispanic school segregation come from a study released last fall by the Joint Center for Political Studies, a public-policy research group. The implications of that report, Mr. Torres said, have been largely ignored.

The report, commissioned by the House Subcommittee on Civil and Constitutional Rights to analyze trends in the segregation of both black and Hispanic students, found that while the segregation of blacks decreased between 1970 and 1980, "the data on Hispanic segregation trends tell a very different story."

By 1980, 68 percent of Hispanic students

Continued on Page 18

Schools' Interest in Advanced-Placement Classes Increases

More than 5,000 schools now offer A.P. courses.

By Sheppard Ranbom

When the College Board launched its Advanced Placement Program in 1955, 1,229 students from 104 schools—primarily independent schools in the Northeast—took the examinations.

Next month, more than 140,000 high-school students from 5,525 (or 23 percent) of the nation's 23,000 secondary schools—spanning all 50 states—will take Advanced Placement (A.P.) examinations. *(See Databank, page 15.)*

Twenty-eight years ago, the College Board's idea, officials say, was to offer a handful of the nation's ablest high-school students a way to demonstrate superior proficiency that would permit them to leapfrog entry-level college courses in an era of strict "distribution" requirements at prestigious institutions. Since that era, however, the "Baby Boom" and curricular shifts in high schools and colleges have bolstered both the need and the clientele for the tests.

Some educators suggest that the dilution of content in high-school curricula and the recent reinstatement of required courses by colleges after a period of flexibility have combined to

Continued on Page 14

IN SUMMARY

Trouble in Grand Rapids
Divided over the firing of the black superintendent of schools, the community rejects a school-tax levy. **Story on Page 4.**

Belt-Tightening in Denver
Stunned by the loss of a major federal contract, the Education Commission of the States reassesses its mission. **Story on Page 5.**

Lowering the Wall of Separation in Kansas
A federal judge has ruled that a school district must permit a church to use its buildings during nonschool hours. **Story on Page 6.**

Computer-Assisted Instruction
University researchers find that students who use computers perform better academically than those who do not. **Story on Page 6.**

Developments in Desegregation
A plan in St. Louis awaits final court approval, but agreements are reached in Little Rock and Nashville. **Story on Page 10.**

Vouching for Vouchers
Secretary Bell seeks support from a House subcommittee for changes in Chapter 1, but without much success. **Story on Page 10.**

Advantages of the Free Lunch
A two-year study finds that pupils who get federally subsidized meals receive more nutrients than those who do not. **Story on Page 10.**

Improving Science Education
Scientists and educators have proposed a wide and varied range of recommendations to a national study commission. **Story on Page 11.**

Commentary .... 19 and 24
Databank 15
Deadlines 21
Deaths 21
Events 21
Honors 21
Legislative Report 11
Letters 20
Marketplace 23
New Bills 10
Special Education Column 16
Sports Column 18
Vocational Education Column 17
Washington News 10

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

U.S. Sues Buffalo For Discrimination In Pregnancy Leave

The Justice Department is taking the Buffalo, N. Y., school board to court because it alleges the board unlawfully denies sick-leave benefits to pregnant employees and long-term disability insurance to women disabled by childbirth.

The department said last week's action marked the first time that the government has gone to court to enforce a 1978 law barring discrimination against pregnant women.

The Buffalo Teachers Federation, Local 650 of the American Federation of State, County, and Municipal Employees, and the Buffalo Board of Education Professional, Clerical, and Technical Employees Association were also named as defendants in the suit.

The government charged that contracts negotiated by the labor unions discriminate against female employees because practices adopted under the agreements "give men more comprehensive coverage and subject women to terms and conditions of employment not imposed on men."

The lawsuit asked the court to bar the defendants "from engaging in all sex-based discriminatory practices" and to order the school board to compensate women who were discriminated against by having been denied benefits.

High Court Upholds Civil-Rights Suit At Private School

Because it receives one-third of its budget from federal and state sources, a private school for boys in Utah is not immune from federal civil-rights lawsuits, the U. S. Supreme Court ruled last week.

The Court declined to review a federal appeals-court decision, in *Williams* v. *Milonas*, that said two students should be permitted to sue the school under the Civil Rights Act of 1871. The students allege that the punishment procedures used by the institution, Provo Canyon School, were so excessive that they violated students' constitutional rights.

The Court also refused to review a decision by the North Dakota Supreme Court that required a fundamentalist Christian school to comply with state curriculum and teacher-certification standards.

The state court had ruled that parents who sent their children to Living Word Academy, which had been denied a license by the state, were guilty of violating the state's compulsory-attendance laws. The case is *Rivinius* v. *North Dakota*.

Federal Programs Are Now Accepted, New Study Suggests

Federal programs for handicapped, disadvantaged, and limited-English-speaking students have made a more positive impression on local school officials than is generally believed, according to a new federally funded report.

In a study of 80 schools in 20 districts, researchers found that "people have become used to the [federal] laws, have come to understand them better or fear them less, or have simply forgotten what a school was like without targeted instruction."

"The key principles underlying program rules seem to have sunk in and become part of local ways of doing things," the study said.

Attitudes were less positive in school districts with severe financial difficulties, according to the study, which was conducted by SRI International of Menlo Park, Calif.

STATES

Mass. Court Rules Boards Must Bargain Layoff of Employees

In a precedent-setting decision, the Massachusetts Supreme Judicial Court has ruled that school committees must bargain with employees' unions before they lay off workers.

The state court's decision upheld the findings of the Massachusetts Labor Relations Commission that the Newton, Mass., school committee violated the state's collective-bargaining law when it laid off seven custodial workers in 1976 without first consulting with union officials.

In its decision, the court ruled that the school committee's decision to lay off the workers should have been a "mandatory subject in bargaining," according to Stevens M. Day, a state labor-relations examiner.

"The court has set a precedent on what is a mandatory subject [for negotiations] in the public sector," Mr. Day said.

Compromise Sought In Kansas Dispute Over School Funding

The Republican leadership of the Kansas legislature last week offered a compromise on taxation and education spending after Gov. John Carlin vetoed a school-funding bill for the fiscal year 1984.

Governor Carlin, a Democrat, rejected the measure on the grounds that it did not provide enough state aid to school districts, that it set unrealistically low limits on districts' budget increases, and that it would hamper Kansas schools' ability to pay competitive salaries to teachers. According to the state chapter of the National Education Association, Kansas ranks 37th among the states in average teachers' salaries. The Governor also sought substantial changes in state tax laws in order to raise additional revenue.

In their response to the veto, legislative leaders agreed to increase taxes on liquor and tobacco and to reduce the amount of federal tax that can be deducted on state income-tax returns; together, the two measures would raise an estimated $66.7 million next year.

But the lawmakers rejected the Governor's plans to reduce the depreciation allowance for business and to repeal last year's law exempting used farm machinery from taxes.

In addition, the two sides were in disagreement over a proposed severance tax on minerals.

The G.O.P. plan left the Governor and the legislature about $20 million apart on state aid to local school districts. At midweek, observers predicted that the deadlock would not be resolved before Friday's adjournment of the regular session and would have to be revived in a "veto session" later this month.

Florida N.A.A.C.P. To Challenge Test Required of Teachers

The Florida chapter of the National Association for the Advancement of Colored People has announced that it will challenge in federal court the state's 3-year-old teacher-certification test on the grounds that it is culturally biased.

Last October, 35 percent of the blacks who took the state's basic-skills test for teachers passed all four parts of it, compared with a 90-percent rate of passing for whites.

A similar disparity in the scores of the two racial groups has existed since the test was first administered in November 1980.

Florida's Education Standards Commission and Ralph D. Turlington, the state's commissioner of education, have recommended that the passing scores on the tests be raised, on the grounds that the examinations are too easy.

The Alabama chapter of the N.A.A.C.P. has a suit pending in federal court seeking to bar the use of the test as a requirement for certification in that state.

Advanced-Placement Classes Increasing

Continued from Page 1

increase the attractiveness of a system that certifies that some high-school students successfully complete college-level work. The testing effort, they point out, helps the students, the colleges that accept them (they can offer such students the possibility of entering advanced courses with credit), and the schools that are able to show their communities that they offer advanced-level programs.

Those factors, combined with a marketing effort by the College Board that its officials acknowledge is "aggressive," have turned the once specialized concept into a broadly accepted component of college-preparatory curricula in schools nationwide.

The Advanced Placement Program is now the third-largest activity of the College Board, rankng in scale behind the agency's administration of the College Scholarship Service and the Scholastic Aptitude Tests.

Today, nearly 2,000 (or almost two-thirds) of the nation's colleges and universities now offer some kind of credit for students' participation in high-school A.P. programs.

Large Growth

The past 10 years have been the period of largest growth for the testing program, A.P. data indicate. The total number of students taking the examinations has increased an average of 7,933 students per year since 1972, compared with 3,600 additional students per year prior to 1972.

"The program grows about 10 percent per year," according to Harlan P. Hanson, director of the program for the College Board in New York. The A.P. has another office in Princeton, N. J., at the Educational Testing Service, which holds a contract with the College Board to develop and administer the A.P. examinations, as it does the board's other major tests.

Mr. Hanson confirmed that A.P. thrived during the 1970's in part because of a "resurgence of interest in appropriate education for gifted and talented students" and because of "increased investment by the College Board in publications and conferences."

The "principal vehicle for effective promotion," Mr. Hanson said, has been the establishment of regional "drive-in" conferences across the nation. The College Board sponsors 100 such conferences each year. During these day-long sessions, teachers and administrators discuss the A.P. courses in their schools, and they map strategies to deal with problems. The sessions are organized around specific subjects. The conferences are particularly helpful for teachers, Mr. Hanson said, because conducting the high-level courses can become a "lonely responsibility" for them.

In addition, the College Board spends about $500,000 each year for A.P. promotional activities conducted through its six regional offices. This year, the charge for each test a student wishes to take is $42; the board waives some or all of that charge in hardship cases, officials note.

'Appropriate Programs'

"The A.P. program encourages secondary schools to offer "appropriate educational programs" for advanced students who might otherwise simply "mark time" through their high-school years, according Mr. Hanson. He and other officials said that urban educators have begun using the program to strengthen the "academic rigor" of their curricula.

"We encourage high schools to develop A.P. programs," said Joseph P. Allen, associate director of admissions at the University of California at Santa Cruz. "In California, where curriculum slipped so badly, A.P. is challenging the students again."

Nathaniel C. Allyn of the College Board's western regional office noted that the regents of the University of California gave the A.P. program a boost last year when they decided to "add an extra point toward figuring the grade-point average for students who take honors courses in high school."

"In effect, the regents told high-school students, 'if you get a B in an honors course—which the A.P. courses are considered—we will consider it an A for the purpose of admissions at the University of California.' Previously, students were afraid to take honors courses because if they received a B in these programs they might not get into Berkeley," Mr. Allyn said.

Officials at the McCall-Donnelly High School in McCall, Idaho, decided three years ago that the "curriculum lacked challenge," according to Wilmina Philps, an English teacher at the school. The school's officials, she explained, "wanted to give top students "a reason for staying in school, and we wanted to equip them with skills they would need in college. We found that Advanced Placement fitted the bill precisely."

Students at Lowell High School in San Francisco conduct an experiment in an advanced chemistry class.

An A.P. program in Oklahoma City is being used as part of a plan to "improve the image and credibility of the public schools" in a school system where enrollment has dropped from 80,000 pupils to 40,000 pupils in the past 10 years, according to Thomas W. Payzant, the Oklahoma City superintendent.

The A.P. program, said Mr. Payzant, "takes the argument away from those who have been saying, 'We can only get good-quality education by moving into the suburbs or by sending our kids to private schools.' "

Raising Standards

Even critics of standardized testing systems agree that the growth of A.P is linked to a positive movement toward raising academic standards. Christopher Jencks, professor of sociology and urban affairs at Northwestern University and an outspoken critic of E.T.S., said schools are flocking to develop A.P. courses because they offer an "expedient" means to instill new rigor "after the loosening of curricula in the 1960's and 1970's."

"My impression," he added, "is that the program is responding to a widely perceived problem among colleges and is acting as an agent of colleges and the College Board. The preparation of [high-school] students is not what colleges wish it were."

Mr. Jencks added that there is "soft atmospheric evidence" from "the rhetoric of school-board meetings and local newspapers" that schools are now "getting students to learn more," but he said he has seen no hard evidence in the "day-to-day" workings of schools that any major improvements have taken place.

Mr. Jencks expressed concern about "the use of an organization dedicated to multiple-choice tests to step in and drive the curriculum." But he added that although the Educational Testing Service has the A.P. contract, the College Board has overseen the development of an advanced-placement test that includes essay questions. The A.P. examination is "an appealing model" for standardized tests, according to Mr. Jencks, who is the author of several books about the use of standardized tests in education.

Schools' Prerogative

David S. Crockett, vice president for public affairs for the American College Testing Program (A.C.T.) in Iowa City, commented that one reason A.C.T. does not have a program that reaches into the schools like the College Board's is because of the "danger of interfering in curriculum development," which he termed "the prerogative of schools."

"The danger is in developing tests which 'lead' rather than 'reflect' the curriculum," according to Mr. Crockett.

Mr. Crockett also said A.C.T.'s college-admission test, which he described as "curriculum-based" and comparable to the E.T.S.'s Scholastic Aptitude Test, serves the purpose of advanced placement. It is used by many colleges and universities to place students, allow exemptions from elementary courses, and award credit, Mr. Crockett said.

Pittsfield, Mass. students in an advanced history class.

Though A.C.T. "sees no reason" to develop a program similar to A.P., "the climate to develop new proficiency examinations is good," according to Mr. Crockett.

As a pamphlet from the College Board points out, the content of high schools' advanced courses is not prescribed by the College Board. An A.P. course offered in a high school can take any number of forms, according to the board: "It may not be called an 'A.P. course,' and it may not even be a course. It can take the form of an honors class, a strong regular course, a tutorial, or independent study."

Students' college-level learning experiences are measured through three-hour A.P. examinations offered every year in May by the College Board. The examinations not only include short-answer and multiple-choice questions, but essay questions and, in the case of studio art, a portfolio judgment.

Popular Exams

The most popular A.P. examinations are those in English literature and composition, American History, calculus, biology, European history, and chemistry, in that order.

Although the number of students taking examinations in ten subject areas doubled between 1972 and 1982, the number of students taking examinations in Spanish literature, German literature, and French literature actually declined. And the number of students taking the tests in German, Latin, and music is quite small, according to the College Board.

The A.P. program has developed several new examinations in recent years, instituting the Spanish-language tests in 1977; music theory in 1978; German language, studio drawing, and English language and composition in 1980.

In May 1984, the program will test students who seek advanced college placement in computer science.

Interest in the programs varies from state to state. In Utah, which has the highest percentage of students who take A.P. tests, there are 200 examinations taken for every 100,000 students. In Arkansas and Mississippi, two exams are taken for each 100,000 students, according to Mr. Hanson.

In 1981, the national average was 82 examinations taken per 100,000 students, he said.

Colleges offer course credit based on test scores, grade-point averages, and the standards of individual departments. The tests are graded on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified) and 1 (no recommendation). The decision whether to exempt a student from a specific course or to grant a student semester-hours of credit, or both, is made by the academic department involved and varies among departments and institutions, admissions officials say.

Semester-Hours of Credit

At Colorado College in Denver, for example, an A.P. score of 3 on the English examination will allow a student to receive anywhere from 3 ½ to 7 semester-hours worth of credit in English. But a score of 4 may or may not exempt a student from first-year calculus," according to Ellen S. Goulding, director of admissions.

"Generally, over a third of the candidates receive grades of 4 or better, over a third receive 3's, a fifth receive 2's, and 7 percent receive 1's. However, in no subject in any year has the grade distribution matched this pattern exactly nor are the grades determined by such a formula," according ot a pamphlet entitled *Grading, Interpreting, and Using Advanced Placement Examinations* published by the College Board.

In 1982, 807 college faculty members and high-school teachers familiar with college-level courses graded the A.P. examinations. The mean grade in 1982 was 3.19. Fourteen percent of students received a grade of 5; 21 percent received a grade of 4; 36 percent received a grade of 3; 22 percent received a grade of 2; and 7 percent received a grade of 1.

Average Scores

In 1981, A.P. students scoring 3 or above on at least one A.P. examination had an average score of 549 on the verbal portion of the Scholastic Aptitude Test and an average score of 594 on the mathematics portion. That year, the average scores nationally for students taking the S.A.T. were 424 on the verbal section and 466 on the math section.

In reaching out to more of these higher-scoring students in a wider variety of schools, the A.P. program is said to be encouraging the shift to higher standards in the high schools. But as one admissions director at a prestigious private university cautioned, after terming himself "an enthusiastic supporter of advanced placement": "The A.P. program serves as a measure of the excellence of offerings at a school. But we see courses listed as advanced-placement courses on many applications that probably aren't really that. It depends on the school."

Growth of the Advanced-Placement Program, 1955-82

The College Board's Advanced-Placement Program has grown rapidly since its inception in 1955. As the following tables show, a total of 1,229 students in 104 schools took the classes that year, while 141,626 students in 5,525 schools participated in 1981-82. The total number of students taking the examinations has increased by an average of 7,933 students per year since 1972, compared with 3,600 additional students per year prior to 1972.

The program, according to the College Board, has added an average of 207 schools and about 5,400 students per year.

Students' college-level learning experiences are measured through three-hour A.P. examinations offered every year in May. The fee is $42 for each examination taken, but students with financial need may pay a lower fee.

The most popular A.P. examinations are those in English literature and composition, American History, calculus, biology, European history, and chemistry, in that order. The A.P. grades are received by 1,976 colleges, many of which offer some form of credit to students who participate in A.P. programs.

Students in an advancedplacement course at Frederick Douglas High School in Atlanta, are pictured below.

Annual Advanced Placement Program Participation

Year	Schools	Students taking examinations	Examinations taken	Colleges
1955-56	104	1,229	2,199	130
1956-57	212	2,068	3,772	201
1957-58	355	3,715	6,800	279
1958-59	560	5,862	8,265	391
1959-60	890	10,531	14,158	567
1960-61	1,126	13,283	17,603	617
1961-62	1,358	16,255	21,451	683
1962-63	1,681	21,769	28,762	765
1963-64	2,086	28,874	37,829	888
1964-65	2,369	34,278	45,110	994
1965-66	2,518	38,178	50,104	1,076
1966-67	2,746	42,383	54,812	1,133
1967-68	2,863	46,917	60,674	1,193
1968-69	3,095	53,363	69,418	1,288
1969-70	3,186	55,442	71,495	1,368
1970-71	3,342	57,850	74,409	1,382
1971-72	3,397	58,828	75,199	1,483
1972-73	3,240	54,778	70,651	1,437
1973-74	3,357	60,863	79,036	1,507
1974-75	3,498	65,635	85,786	1,517
1975-76	3,937	75,651	98,898	1,580
1976-77	4,079	82,728	108,870	1,672
1977-78	4,323	93,313	122,561	1,735
1978-79	4,585	106,052	139,544	1,795
1979-80	4,950	119,918	160,214	1,868
1980-81	5,253	133,702	178,159	1,955
1981-82	5,525	141,626	188,933	1,976
Total		**1,425,091**	**1,874,712**	

Source: The College Board

Number of AP Schools Presenting Candidates for Each Examination

Subject	1973	Percent	1974	Percent	1975	Percent	1976	Percent	1977	Percent	1978	Percent	1979	Percent	1980	Percent	1981	Percent	1982
American History	1,292	+9	1,412	+3	1,452	+15	1,674	+11	1,859	+8	1,999	+11	2,216	+8	2,404	+5	2,535	+9	2,764
Art:																			
History	94	+5	99	+23	122	+7	131	+4	137	+5	144	-1	143	+13	161	+14	184	+6	195
Studio-General	88	+36	120	-8	111	+39	154	+3	159	+3	164	+23	201	-6	189	+14	215	+1	218
Drawing	—	—	—	—	—	—	—	—	—	—	—	—	—	—	96	+10	106	-4	102
Biology	894	+12	1,008	+13	1,138	+14	1,292	+4	1,347	+8	1,463	+8	1,579	+4	1,644	+8	1,777	+5	1,866
Chemistry	685	+9	747	+9	811	+19	965	+3	994	+6	1,054	+16	1,206	+5	1,270	+9	1,382	+3	1,419
English:																			
Lang./Comp.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	980	+23	1,201	+10	1,318
Lit./Comp.	2,326	+1	2,366	+7	2,526	+14	2,877	+5	3,012	+7	3,223	+8	3,492	-1	3,460	-5	3,646	+6	3,861
European History	493	+10	544	+5	573	+12	663	+4	677	+9	736	+14	844	+7	899	+14	1024	-2	1,007
French:																			
Language	492	+14	560	+3	577	+11	640	+4	666	+14	758	+2	778	+15	896	+7	957	+5	1,003
Literature	347	+4	357	-5	338	+13	381	-7	355	-6	332	+2	340	-2	332	-4	344	-11	311
German:																			
Language	—	—	—	—	—	—	—	—	—	—	—	—	—	—	363	+21	439	+17	514
Literature	213	+8	230	+1	233	-2	228	+12	256	+11	284	-1	281	-45	154	+1	155	-11	140
Latin:																			
Vergil	122	+6	129	-8	128	+8	139	+1	141	+4	140	+14	167	+14	190	+3	196	+10	216
Prose	34	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Lyric (Catullus/Horace)	51	+14	58	+9	63	+2	64	+26	81	-4	78	+4	81	+6	86	0	86	-10	78
Math:																			
AB	1,653	+8	1,786	+4	1,866	+11	2,072	+3	2,127	+8	2,294	+8	2,468	+8	2,665	+9	2,902	+2	2,961
BC	706	+6	748	+9	817	+5	863	+4	918	+3	949	+3	979	+6	1,033	+1	1,040	+3	1,071
Music:																			
List./Lit.	117	+29	151	+1	153	+18	180	-3	175	+3	181	-3	175	-10	159	-37	100	-14	86
Theory	—	—	—	—	—	—	—	—	—	—	213	+3	219	+8	236	+1	239	-20	200
Physics:																			
B	254	+14	290	+13	327	+12	365	+7	391	+8	422	+15	485	+7	520	+7	555	+1	567
C	253	+8	273	+16	318	+10	350	+19	418	0	418	+3	434	+18	510	-7	476	+9	517
Spanish:																			
Language	—	—	—	—	—	—	—	—	522	+23	641	+19	765	+14	874	+18	1,035	+7	1,106
Literature	415	+12	465	-14	402	+15	463	-25	345	-16	289	+7	310	-2	303	-1	299	-9	275
Total Courses	10.529	+10	11,564	+3	11,957	+13	13,511	+8	14,580	+8	15,780	+9	17,165	+16	19,833	+5	20,893	+4	21,776
Total Schools	3,240	+4	3,357	+4	3,498	+13	3,939	+4	4,079	+6	4,323	+6	4,585	+8	4,950	+6	5,253	+6	5,525
Courses Per School	3.25	—	3.44	—	3.42	—	3.43	—	3.57	—	3.65	—	3.74	—	4.01	—	3.98	—	3.94
Exams Per Course	6.71	—	6.83	—	7.17	—	7.32	—	7.47	—	7.77	—	8.13	—	8.08	—	8.53	—	8.66

Source: The College Board

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5/2/83 K 4800-2 A

REJECTION of a children's book by big-city library systems, on grounds that is it racist, has provoked an open dispute about the way librarians make their selections.

See Page 5.

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TRANSITION to metrics may not take place until the end of the century in the United States, business and government leaders say. Educators fear that the lag, and the loss of special federal funds, will hamper the momentum of metric education.

See Page 8.

APPLICATION of abstract principles to the 'real world,' more work with computers and calculators, and a new approach to grouping students distinguish the secondary mathematics curriculum recommended by a nationally respected professor at the University of Chicago.

See Page 8.

EDUCATION WEEK

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Bell Commission's 'Excellence' Study Acclaimed

But Problems Seen In Costs and Federal Role

By Eileen White

Washington—The report of the National Commission on Excellence in Education, released last Tuesday, was greeted with a generally favorable reaction from the education community here.

Spokesmen for education organizations praised the report's recommendations for stemming the "rising tide of mediocrity" in the nation's educational system, although some expressed disappointment that the panel did not call for greater federal aid to make the recommended improvements possible.

The report was also praised by President Reagan—who said its findings were "consistent with our task of redefining the federal role in education"—and Secretary of Education Terrel H. Bell.

"I haven't read a sentence in the report with which I disagree," said the Secretary, who appointed the commission in August 1981.

Reaction also came swiftly from the public, according to the commission staff. The panel's executive director, Milton Goldberg, said his office had already received 400 telephone calls requesting copies of the report by 10 A. M. Wednesday.

WIDE WORLD PHOTOS

Secretary Terrel H. Bell and Commission Chairman David P. Gardner

The 18-member commission, which devoted 18 months and $785,000 in federal funds to the 36-page document, found that "the educational foundations of our society are presently being eroded" to such an extent that the nation had, "in effect, been committing an act of unthinking, unilateral educational disarmament."

Its wide-ranging recommendations included: increasing high-school graduation requirements and requiring study of a core curriculum; increasing college entrance requirements; lengthening the school day

Continued on Page 11

Schools Slow In Inspecting For Asbestos

Fear, Costs Cited At House Hearing

By Susan Walton

Washington—With two months left until the deadline by which school officials must inspect their buildings for asbestos, about 70 percent of districts nationwide have completed the inspection, according to an Environmental Protection Agency official who testified last week before a House subcommittee.

But testimony from other witnesses at the oversight hearing on asbestos in the schools suggested wide regional variation in compliance with the E.P.A. requirement. And both witnesses and committee members expressed considerable doubt about the effectiveness of the two federal measures designed to alleviate the potential hazard to schoolchildren and staff members.

The hearing was convened by the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor.

Asbestos was widely used in schools and other buildings as a fire retardant and insulator until the 1970's, when use of sprayed-

Continued on Page 16

Tax-Credit Debate Shaped by Report Of Bell Committee

By Tom Mirga

Washington—The Senate Finance Committee, in a replay of action that took place less than a year ago, last week heard debate over the Reagan Administration's proposal to establish federal tax credits for parents who pay private-school tuition.

Unlike last year's hearings, however, last week's deliberations focused on a new element in the tax-credit debate: the findings, released two days before, of the National Commission on Excellence in Education.

President Reagan, in a letter to the committee's chairman that was read at the hearing by Secretary of Education Terrel H. Bell, said that "after reviewing the findings of the commission, I am more convinced than ever that passage of tuition-tax-credit legislation is needed now. It will enhance the measures the commission recommends

Continued on Page 14

Jury Awards $1.5 Million

Injured Athlete's Case Raises New Concerns About Liability

By Charlie Euchner

A District of Columbia jury's award of $1.5 million to a partially paralyzed former high-school football player has increased anxiety about the liability of school officials for injuries sustained in interscholastic sports.

Last month's decision of the District of Columbia Superior Court in favor of Carl R. Greene, who was injured while playing for Anacostia High School in 1974, will probably impel many coaches to obtain insurance policies that they have previously considered unnecessary, experts said.

Mr. Greene charged that his coach was negligent in using him in practices and competition after he was injured in a practice.

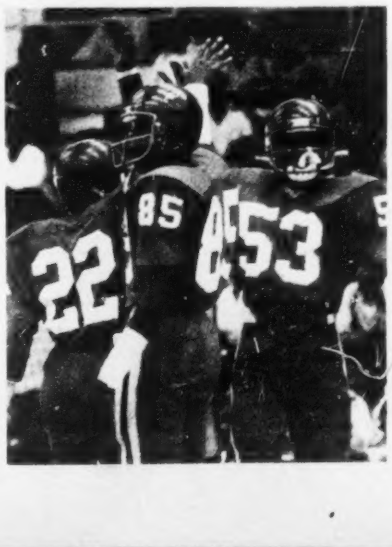
Mr. Greene's lawyer, John W. Karr, said that coaches would not need any extra insurance protection if they would follow a "flat rule" of forbidding injured athletes to play until they received written clearance from a doctor.

The jury's award in the case is one of the largest in cases involving injuries of elementary- and secondary-school athletes, officials said.

(The Seattle School District last year was ordered by a jury to pay $6.3 million to a former football player paralyzed in a 1975 game. The award is believed to be the largest of its kind.)

Although there are no national figures on the number of such lawsuits pending, Thomas Ecker, the athletic director for the Cedar Rapids, Iowa, public schools, who has studied the issue, has found indications

Continued on Page 15



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IN SUMMARY

Surprise Defeat in New York City
New York State's commissioner of education refuses to confirm a new chancellor for America's largest school system. **Story on Page 4.**

'Strangers in Their Own Land'
Native Hawaiians fare poorly in school and are not well served by federal programs, says a major report. **Story on Page 4.**

A Question of Control
The governor of Minnesota wants the state legislature to give him the power to appoint the chief state school officer. **Story on Page 4.**

Big Red Numbers in Chicago
The school board will need tax increases to help erase a $205-million projected deficit in the public schools' budget. **Story on Page 6.**

Bang! Zap! Wham! Arghhh!
The White House and two publishers have collaborated on a graphic anti-drug campaign aimed at schoolchildren. **Story on Page 6.**

Another Kind of 'Extracurricular'
The Secretary of Education urges passage of a law to permit church groups to use school property for meetings. **Story on Page 9.**

Toward a National Computer Effort
Congressman Thomas J. Downey of New York proposes a bill to create one or more national computer centers. **Story on Page 9.**

Reneging on a Commitment . . .
Advocates accuse the Reagan Administration of using a legal loophole to limit job options for handicapped people. **Story on Page 10.**

. . . And Keeping One
School systems have effectively adapted to the complexities of P. L. 94-142, a new study reports. **Story on Page 10.**

Test Case on Tests
A judge in Florida hears testimony on whether minority students are adequately prepared to pass competency tests. **Story on Page 14.**

Commentary....................18 and 24
Databank....................16
Deadlines....................20
Events....................20
Federal File....................10
For the Record....................11
In Federal Agencies....................9
Letters....................19
Marketplace....................23
New Bills....................10
Publishing Column....................19
Washington News....................9

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Va. Student Wins American Legion Oratory Contest

Keith R. Finch, a high-school junior from Blacksburg, Va., won the top prize—a $16,000 college scholarship—at the finals of the American Legion's 46th annual National High School Oratorical Contest last week.

The competition, held at the U. S. Naval Academy, was the culmination of a series of contests begun in January at American Legion posts across the country.

In the American Legion competition, begun in 1946 (when the winner was former U. S. Senator Frank Church, then a high-school student from Idaho), orators deliver from memory an eight- to 10-minute statement they have prepared about some aspect of the U. S. Constitution. The orators must also speak extemporaneously on an article or amendment of the Constitution selected by the American Legion.

The purpose of the contest is "to develop a deeper knowledge of the U. S. Constitution amongst high-school students and to promote leadership skills and the ability to think and speak clearly," according to Peter McQueen, a public-relations officer for the Legion's national headquarters.

About 30,000 high-school students nationwide took part in the competition, according to a spokesman for the Legion.

STATES

S.C. Will Screen Would-Be Principals

The South Carolina Department of Education has announced that it will implement a new screening program to assess the skills of prospective school principals in 20 districts throughout the state.

In announcing the program, which was developed by the National Association of Secondary School Principals, Charlie G. Williams, state superintendent, said the quality of educational leaders and managers at the school-building level would improve as the selection process does so.

Under the assessment process, 12 participants would be observed by a team of six assessors trained to rate the participants on their performance in 12 areas.

South Carolina's program, which, according to N.A.S.S.P., is the only one of its kind in the country, will be expanded and offered throughout the state after the first year. But the participation of school districts will be voluntary.

Four-Day-Week Bill Is Vetoed in Idaho

Gov. John V. Evans of Idaho has vetoed a bill allowing local school districts to try four-day school weeks.

Although the House overrode the veto, the Senate sustained it.

The bill's sponsors said it would help school districts save money.

The Governor said in his veto message that a search for innovative ways to run schools was probably a good idea, but that such experiments should be under the direct control of the state board of education.

Montana Bans Use Of Actuarial Tables Linked to Gender

Gov. Ted Schwinden of Montana has signed a bill that will make it illegal for insurance companies in the state to use actuarial tables based on sex or marital status.

The law will go into effect on Oct. 1, 1985. It was supported by the Montana Education Association and by several women's groups throughout the state, who argued that sex-based tables infringe on the rights of women as individuals. In actuarially-based pension programs, women receive smaller benefits than men because, as a group, they live longer and can collect benefits over a longer period of time.

Montana is the first state to adopt a law prohibiting sex-distinct tables in the local insurance industry, state officials say.

The U. S. Supreme Court is considering the legality of the use of separate tables for men and women in determining pension benefits—an option many states offer for teacher-retirement programs.

Ed. Schools Form 'Self-Help Group'

Twenty-four of Wisconsin's 30 public and private teacher-training schools have joined in an effort to upgrade the quality of their programs.

Members of the Wisconsin Consortium for Improving Professional Education Preparation Programs will nominate education professors, schoolteachers, school-board members, and lay people to review panels that will evaluate the member schools' education programs and make recommendations for improvements.

A member's programs will be reviewed on a five-year cycle.

Michael J. Stolee, dean of the school of education at the University of Wisconsin at Milwaukee, described the novel consortium as "a method of helping each other" and not an alternative to the voluntary national accreditation offered by the National Council for Accreditation of Teacher Education.

But John R. Palmer, dean of the education school at the University of Wisconsin at Madison, said that some of the members of the consortium, including his school, do view the new organization as an alternative to N.C.A.T.E. accreditation.

Members of the consortium submit their programs for evaluation voluntarily. The incentive to do so, Mr. Palmer said, is the institution's "sense of professionalism."

Mr. Palmer said the consortium's evaluations are unrelated to the accreditation evaluations of each program conducted by the Wisconsin Department of Public Instruction

All Schoolchildren Must Be Immunized Under New Va. Law

Beginning next fall, Virginia will join the growing number of states that require all schoolchildren, regardless of age, to provide evidence that they have been immunized against the major diseases of childhood.

The law, which takes effect on July 1, expands the current requirement that pupils entering school for the first time and those transferring from other states be immunized. Under the new requirement, students will not be permitted to attend school without the immunization documentation. The requirement covers students in all public and nonpublic schools.

Health officials may exempt students if inoculation is in violation of their religious beliefs or if they have a health problem that precludes immunization.

The change was made in response to the growing consensus among health officials that, in order to prevent outbreaks of disease, older students must also be immunized, according to a spokesman for the state health department.

The new law requires pupils to be immunized against diphtheria, pertussis, tetanus, polio, measles, rubella, and mumps.

Ky. Teachers Cool To Tuition-Free Computer Classes

Despite the superintendent of public instruction's contention that the state is badly in need of teacher-training courses in the use of computers, scholarships for a free computer college course have not been

Scholar Suggests 'Real-World' Approach to Mathematics Teaching

Would Stress Use of Calculators, Application of Abstract Ideas, Regrouping Students

By Maureen Fleming
Special to Education Week

Martha Matzke and Susan Walton contributed to this report.

Detroit—Building on the conclusions of nine recent national reports, a University of Chicago professor has proposed basic changes in the content and structure of junior- and senior-high-school mathematics curricula that would emphasize the use of computers and calculators, provide more work with applications of abstract principles, and introduce algebra and geometry earlier.

The revision—the work of Zalman Usiskin, a nationally known researcher and teacher educator—would also involve a shift away from the traditional division of students into "college bound" and "noncollege bound."

Instead, according to Mr. Usiskin, the curriculum would be organized around the future needs of students, offering them new types of courses more closely tailored to their academic and career plans, while allowing them to keep their options for further study open.

The curriculum, Mr. Usiskin told mathematics educators at a recent meeting, is "in accord" with the findings of major mathematics-education studies conducted since 1975—including the National Council of Teachers of Mathematics' (N.C.T.M.) 1980 *Agenda for Action*. His proposal, he said, is directly based on their consensus on the need for increased requirements; general use of calculators and computers; and greater attention to statistics, applications, and problem-solving in mathematics curricula.

Mr. Usiskin, who is the author of *Applications in Algebra*, is considered a leading proponent of using more varied "real-world" applications in the teaching of mathematics. His work has also included a study, issued last year, indicating that girls are as adept as boys at mastering complex abstract concepts. His presentation drew some 1,000 listeners at the 61st annual meeting of the N.C.T.M., held in Detroit last month.

Important First Step

The proposal is "a very important first step" in the process of deciding how to implement the recommendations of the various national groups that have studied mathematics education, said Mark A. Spikell, a professor of education at George Mason University. "What he's been able to do is to cull out the points of consensus of the very reputable commissions and come forth with the possible implementation of those suggestions to get to those goals," said Mr. Spikell, whose research has focused on the innovative implementation of school curricula.

The University of Chicago scholar's proposal coincided with the release of national reports—including that of the National Commission on Excellence in Education—whose conclusions suggest a need for modifications in the mathematics curricula, including a greater emphasis on applications and "higher-order" skills. *(See Education Week, April 21 and April 27, 1983.)*

The proposal is shaped to retain the successful parts of the current curriculum and to eliminate others that have become obsolete, Mr. Usiskin said. He estimated that the new structure could be put into effect by September of 1984.

Simply requiring students to take more mathematics, as states and school districts have begun to do, will not suffice, Mr. Usiskin warned, because both the substance and the arrangement of mathematics courses need refashioning.

The proposal would replace the current distinction between college-bound and noncollege-bound students with a three-track curriculum for: college-bound students with mathematical or scientific interests (Population I); college-bound students with nonscientific interests (Population II); and noncollege-bound students (Population III).

Computers and Statistics

All three groups would work more extensively with calculators and would be required to take a one-year course on computers and statistics, according to Mr. Usiskin.

Both college-bound groups would be introduced to "pre-algebra" and "pre-geometry" in the 7th grade, and would move on to Algebra I in the 8th grade. Reflecting his view that nonscience-oriented students require a somewhat different program, Mr. Usiskin called his 8th-grade course for Population II "World Algebra." It replaces word problems with "real-world" applications and eliminates some of the theory to which Population I would be exposed.

Populations I and II would go on to geometry in the 10th grade, with Population II taking the less theoretical "World Geometry." In the 11th grade, each would take the second year of algebra, with the scientific group receiving some trigonometry and the nonscientific group focusing again on applications, perhaps using computer programs to analyze advanced calculations.

In the senior year, Population I would take precalculus, while Population II would take a four-part course that includes trigonometry, elementary functions, discrete mathematics, and analytic geometry.

Population III, the noncollege-bound group, would start in the 7th and 8th grades with arithmetic courses utilizing calculators for complicated functions. This arrangement, Mr. Usiskin said, would give those students "the time and resources to cover ratio, percent, powers, and many of the other arithmetical ideas which they now often do not reach because they are im-

Continued on Page 17

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

La Chicana Program Dissertation Fellowship

Subject to the availability of funding, the Department of Chicano Studies, University of California, Santa Barbara, will offer one La Chicana Program Dissertation Fellowship for the academic year 1983-1984. The Fellow will work toward the completion of a dissertation while at UCSB. Duties include teaching one undergraduate course and one undergraduate seminar in the Fellow's area of dissertation research. In sponsoring this fellowship, The Department of Chicano Studies hopes that it will assist a promising scholar to complete a dissertation, prepare further for university teaching and research, and achieve increased professional recognition and associations. The usual tenure for this fellowship is nine months. The stipend level is $13,500–$14,500. Applicants should submit a curriculum vitae and arrange to have two letters of recommendation sent by May 15, 1983, to:

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Schools Given Good Mark on Metric Conversion

By Sheppard Ranbom

Washington—Schools are doing a good job of introducing young people to the metric system, business and government officials meeting here last week to assess the status of the nation's metric-conversion effort generally agreed, but the adult society has been slow to adapt.

America's conversion to the metric system, which some advocates hoped would be completed by 1985, has been slowed by economic recessions, by opposition from people who have had no training in metrics, and by the federal government's policy of promoting voluntary change. The conversion may not take place until the end of the century, according to participants at the conference, which was sponsored by the American National Metric Council and the U. S. Department of Commerce.

See related chart on page 16.

In the meantime, some educators fear, metric education, which has already lost its special federal subsidy, may lose its momentum as well.

"The larger community is afraid of something different," said David Goldman, acting chief of the Commerce Department's office of metric programs, which was established last October to replace the National Metric Board that President Reagan had disbanded a month before.

Mr. Goldman said he believes the metric system will be predominant by the year 2000, when "our schoolchildren of today will . . . be the consumers and many will be in decisionmaking positions. To them, metric will be routine."

The 1970's growth of metric education was the result of strong national leadership, educators said.

"Influenced to a great extent by programs emanating from the Education Department's Metric Education Program and by the National Council of Teachers of Mathematics, publishers of standardized tests and textbooks have been encouraged to include metric terms as a matter of course," according to Dennis R. Smith, a mathematics teacher from Middleboro, Mass., who represented education on the U. S. Metric Board.

In the board's summary report, published last July, Mr. Smith noted that "most states either require that the metric system be taught or include metric questions on state-mandated tests."

The federal government's interest in metric conversion began in 1968 when President Johnson called for a nationwide study of whether the U.S. should adopt the metric system. That study, presented to the Congress in 1971 by the secretary of commerce, recommended that in 10 years measurement in the U. S. be predominantly, if not exclusively, metric. It suggested that the government produce the change deliberately and carefully through a coordinated national program.

In 1975, President Ford signed into law the Metric Conversion Act, which declared "the policy of the U. S. shall be to coordinate and plan the increasing use of the metric system in the U. S." But the law removed any target date and made implementation a voluntary, private-sector initiative. Today, despite conversions in some industries, the U. S. is the only major nation that uses, for the most part, a nonmetric system of measurement.

President Reagan, in a letter sent to the national metric council before the meeting, stressed the importance of metric conversion but did not suggest any alteration in the government's policy of promoting voluntary change.

"The issue of metric transition has become increasingly important in the area of international trade and productivity," he wrote, adding that the National Productivity Advisory Committee "has recommended that the federal government continue to support conversion to metric measurement to enhance U. S. international competitiveness and, hence, productivity in several industries."

In spite of the Reagan Administration's avowed commitment to "metric transition," educators at the conference noted that the Administration has made several moves that reduce the impetus for metric education.

The Administration, they noted, put government funding for metric education—some $2 million per year—into the block-grant package to states in 1981, along with several other categorical programs. It abolished the Metric Board, which had a staff of 35 members and a budget of $2.6 million, and transferred its activities to a small office in the Commerce Department with a five-person staff and a $300,000 budget.

'Vacuum in Metric Education'

"The demise of the U. S. Metric Board and the elimination of the Education Department's Metric Education Program . . . created a vacuum in metric education," said Barbara Berman, a consultant with Educational Support Systems, a nonprofit organization in Staten Island, N. Y., that promotes metric education in schools nationwide.

Proponents of metric education say they do not need funds as much as they need leadership in the federal government and in state departments of education to reinforce the importance of metric education across the board in the curriculum.

"Schools need more social-studies teachers who discuss rainfall in terms of liters and more English teachers who encourage students to write distance in terms of kilometers," said Joseph R. Caravella, director of membership services of the National Council of Teachers of Mathematics (N.C.T.M.).

"Too often, metric education is seen only as a part of the mathematics curricula," he said.

Next week is National Metric Week. Activities nationwide will include school field trips to industries that use metric specifications; exhibits of the metric system in libraries and shopping centers; and extra class time devoted to metric education. The observance is promoted by the N.C.T.M., the American National Metric Council, the U. S. Metric Association, and the Department of Commerce's office of metric programs.

Districts Slow To Comply With Rule on Inspections for Asbestos

Continued from Page 1

on asbestos was banned. Inhalation of fibers of friable, or crumbling, asbestos has been linked with a variety of lung disorders, including cancer.

In 1979, in response to the threat that exposure posed for schoolchildren and staff members, the E.P.A. began a technical-assistance program designed to help schools determine whether they had an asbestos problem.

In 1980, Congress passed the Asbestos School Hazard Detection and Control Act, which required that states establish reporting, recordkeeping, and information programs. The law also included a measure to provide financial assistance for controlling asbestos. That provision, however, has never been funded.

The most recent regulatory effort to address the asbestos problem was promulgated by the E.P.A. under the Toxic Substances Control Act in May 1982. The inspections required under that regulation must be completed by June 28 of this year. Parents and staff members must be notified if asbestos is found.

None of the measures requires that asbestos be removed from school buildings.

Edward A. Klein, director of E.P.A.'s chemical-control division in the office of toxic substances, said that the agency's figures to date—which he stressed are very preliminary—show that 30 percent of U. S. schools have not yet complied with the inspection requirement.

Of the approximately 54,000 schools that have complied, 6,000 have found friable asbestos. Of those, about 3,100 have taken corrective action, Mr. Klein said. He noted that agency officials expect about 10 percent of all public and private schools to report some friable asbestos.

But Dwight Brown, one of 10 regional asbestos coordinators for E.P.A., told the committee members that in the region for which his office is responsible, which includes eight southern states, only about 10 percent of the 12,000 schools have been inspected. Mr. Brown also took issue with Mr. Klein's estimate of the percentage of schools that have asbestos, placing it instead at anywhere from 10 to 30 percent.

Fearful of Consequences

Mr. Brown and other witnesses said that in their experience, many school officials are reluctant to conduct the inspections because they are fearful of the consequences of finding asbestos. Many do not have the funds needed to remove or contain the substance, the witnesses said.

Of those that have found friable asbestos, Mr. Brown said, many have not yet informed parents and staff members, as they are required to do under the E.P.A. regulation. He described school officials as "intimidated" by that requirement and said that many would not comply unless forced to do so.

"There's a motivation problem," Mr. Brown said. "There's a belief problem."

The experience of one Tennessee parent, Willa Newport, was typical of what can happen when school officials are confronted with the asbestos problem, Mr. Brown and other witnesses said.

Ms. Newport, who testified at the hearing, paid out of her own pocket for the testing of suspicious materials found in her son's school. In response to heavy parental pressure, the school board voted to close the school. Ms. Newport and other parents urged the superintendent to contact Mr. Brown of the E.P.A. office for technical assistance in controlling the asbestos. He did not do so, Ms. Newport said, until two and a half months after the problem was identified.

"The school board and superintendent did not seem to understand how important it was to get experienced, qualified advice," Ms. Newport said.

Neil G. McBride, director of Rural Legal Services of Tennessee, worked with Ms. Newport and other parents in their effort to force school officials to address the asbestos problem. "Despite this unusual degree of parental involvement, and despite tremendous local and even national media attention, students, parents, and teachers still have little assurance that their schools will be adequately tested and that their buildings will be safe next year," Mr. McBride told the subcommittee.

The lawyer cited two central weaknesses in the government's approach to the problem. "The current regulatory plan drastically underestimates the difficulty of bringing local school systems to an understanding of the medical, technical, and legal aspects of this problem," he said. "It does not recognize that many of the systems which have the worst problem will also have the most difficulty in understanding and managing the issue."

The second weakness, Mr. McBride said, is the absence of financial assistance for asbestos removal. Recently, he noted, some officials have argued that school districts can recoup the costs of removal through litigation against the companies involved.

"The legal obstacles to recovery are enormous," he said, "but many school systems will not even get to that point because they will not be able to put themselves in a position to litigate effectively." The poorest systems, which have few resources for removing asbestos, are also unlikely to be able to pay for legal costs, he said.

The problem of cost is just as acute for private schools, according to Rabbi Menachem Lubinsky, director of government and public affairs for Agudath Israel of America, which represents 500 Jewish day schools.

Great Reluctance To Comply

"There is still a great reluctance on the part of many nonpublic-school principals and administrators to comply with the E.P.A. rule by inspecting for friable asbestos-containing materials," Rabbi Lubinsky said, "because of the expense of inspection or the fear and misunderstanding generated by the possible presence of potentially hazardous material, the health effects of which may not be readily apparent.

"More significantly, however, is the fear that friable asbestos will be found and the knowledge that there is no money, public or private, for abating the hazard," the rabbi said.

Representative Carl Perkins, Democrat of Kentucky and chairman of the subcommittee, said he would continue to seek funding under the 1980 law. He and other members also called for E.P.A. guidelines to help school systems determine the degree of hazard present and the abatement procedure best suited to alleviate it. A recent report from the General Accounting Office criticized the agency for failing to provide such standards, and E.P.A. officials indicated in their response to the report that they would try to develop them.

But Mr. Klein of the toxic-substances office said that agency officials had abandoned that plan and had determined that the only way to accurately determine the degree of hazard is to inspect the building.

Subcommittee members also expressed concern that, in the absence of consistent standards for inspection, "compliance" with the regulation would be essentially meaningless. "I understand that you have compliance," said Representative George Miller, Democrat of California, to Mr. Klein. "The question is, what are they complying with?"

Chicago Schools Seek Hike in State, City Taxes

Continued from Page 6

could generate enough money to bring the Chicago school deficit down to $100 million.

In an attempt to win legislative converts, Governor Thompson has agreed to make the income-tax hikes a four-year surcharge. But he still has not lined up the necessary votes and probably will not until the closing hours of the legislative session, which ends on June 30.

Dismissing a local tax referendum as a no-win proposition, Chicago school officials also have asked the legislature to restore 50 cents it took away from the maximum property-tax rate for the schools' education fund when the Finance Authority was created. Legislators reduced the ceiling on the board's education-fund tax rate to offset new taxes needed to pay off the Finance Authority's bonds.

Restoration of the 50 cents would generate about $95 million for the 1983-84 school year.

The city's new Mayor, Harold Washington, who inherited hefty deficits in various city agencies, has vacillated on the issue. But some of his closest advisers, including a school-board member who also is a vice president of one of the city's largest banks, support the increase.

Mayoral Support Crucial

Mayor Washington's support is crucial for passage, but it remains to be seen whether the new mayor can round up enough Chicago votes for the unpopular measure. Suburban and downstate legislators probably would go along with the increase if Chicagoans back it.

The school board has not resolved its money problems because it has built new costs into its budget without winning a permanent source of revenue to pay for them, officials concede.

It has repeatedly sought a property-tax increase, with the backing of the Finance Authority, but was thwarted by former Mayor Jane Byrne.

After making substantial budget cuts in the wake of a financial crisis in 1979, the board balanced its last two budgets with one-time revenues, including a speed-up in the collection of outstanding property taxes and a city transfer of federal Community Development Block Grants money. The federal government recently ruled that the transfer, arranged by Ms. Byrne, was improper, leaving to Mayor Washington the task of finding replacement money or having next year's grant cut.

When the school board submitted its 1982-83 budget last September, it forecast a deficit of $91.5 million for 1983-84. The deficit doubled largely because of revenue shortfalls tied to the state's sagging economy.

The new elements in the deficit situation include:

- A $7.8-million loss in state aid last January.
- The need to replace $7.3 million taken from the board's $20-million cash cushion to pay for programs that would have been slashed by the January cut.
- A $15.7-million deduction in revenue from the special corporate income tax that replaced the outlawed corporate personal property tax.
- A projected additional loss of $51.9 million in state aid under Governor Thompson's budget, assuming no tax increase.
- Scrapping a $14.3 million state-aid increase school officials had counted on in rosier economic times.
- An extra $10 million for desegregation programs, raising the total to $67 million.

Potential Cuts Listed

In its three-year financial plan, the school board listed potential cuts in its $1.3-billion budget if no new revenue is won. They include:

- Increasing by five pupils the contractual limit on class size, which ranges from 25 to 32, for a savings of $42.8 million.
- Cutting salaries across the board by 5 percent, saving $37.5 million.
- Dropping the practice adopted two years ago of paying the employees' share of pension contributions, which is 7 percent of their salaries, for a savings of $52 million.
- Requiring employees to pay half of their medical- and dental-insurance premiums, saving $30 million.
- Reducing the school year by four days, saving $15.2 million.
- Eliminating longevity pay raises, saving $9.3 million.

DATABANK

State Provisions for Metric Education

	State Policy		Public Education			
State	Has Policy	Has No Policy	State Mandate	Grant Monies	Workshops/ Training	Teaching Of Metric
Alabama		X	X	X	X	X
Alaska						
Arizona		X	X	X	X	X
Arkansas	X			X	X	X
California	X		X	X	X	X
Colorado		X		X	X	X
Connecticut	X		X		X	X
Delaware		X	X	X	X	X
Florida	X		X	X	X	X
Georgia		X				
Hawaii	X		X	X	X	X
Idaho						
Illinois						
Indiana		X				
Iowa	X			X	X	X
Kansas		X		X	X	X
Kentucky		X				
Louisiana	X		X	X	X	X
Maine		X	X	X	X	X
Maryland	X		X	X		X
Massachusetts		X		X	X	X
Michigan	X		X	X	X	X
Minnesota	X		X	X	X	X
Mississippi		X	X	X	X	X
Missouri	X			X	X	X
Montana	X		X	X	X	X
Nebraska		X	X	X	X	X
Nevada	X				X	X
New Hampshire						
New Jersey					X	X
New Mexico		X	X		X	X
New York	X			X	X	X
North Carolina		X	X		X	X
North Dakota	X			X	X	X
Ohio		X	X	X	X	X
Oklahoma						
Oregon		X	X	X	X	X
Pennsylvania		X		X		
Rhode Island		X	X		X	X
South Carolina	X		X	X	X	
South Dakota		X		X	X	X
Tennessee		X		X	X	X
Texas	X		X	X	X	X
Utah						
Vermont	X		X	X	X	X
Virginia		X	X	X	X	X
Washington		X		X	X	X
West Virginia		X	X	X	X	X
Wisconsin						
Wyoming						

Source: U.S. Metric Board Summary Report

S4o/8 3 R4800-2

JUDGES in Seattle, Los Angeles, and Tampa have ruled in important cases involving state support for public schools and the validity of requiring that students pass competency tests to graduate.

Stories on Pages 1 and 4.

ADMINISTRATORS agree, in a national survey, that the most effective ways to improve students' academic performance are to increase daily attendance, sharpen study skills, and require more core courses. Many say they have already taken such steps.

Story on Page 5.

BUSINESS LEADERS concerned about one of the nation's "most important but often neglected" resources—gifted and talented students—are mounting a national effort to provide programs for them.

Story on Page 6.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 33 · May 11, 1983

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Studies Urge Renewal of Public-Education System

Federal Leadership Must 'Inspire, Guide' Improvement Effort

By Alex Heard

If the "threatened disaster" to the national welfare posed by a school system whose performance "falls far short of expectations" is to be averted, the federal government must assume a role of strong leadership that guides and inspires states and communities without impeding local control of education, according to the report of an independent task force on federal education policy.

". . . Even though state and local government should continue to bear the major responsibility for the provision of educational services," the report states, "it is increasingly important that the federal government emphasize the pressing need for a high-quality system of education open to all Americans, regardless of race or economic position."

The report, which was released in New York City last Thursday, was sponsored by The Twentieth Century Fund, an independent research foundation which conducts policy studies of economic, political, and social issues.

For excerpts of the report, see page 14.

Participants in the 12-member panel, a diverse group of well-known scholars and educators who had spent a year and a half on the report, last week said they themselves were surprised that they had reached a general consensus on the importance of a strong and fiscally supported federal role in education.

Among the report's several specific recommendations are proposals for a federally sponsored master-teachers program and the redistribution of bilingual-education funds to programs that concentrate on teaching students to write, read, and speak English.

The report—like the recently released report of the National Commission on Excellence in Education—contains a dark assessment of the state of American public schooling, along with the message that the situation can only be changed through a new national commitment to education.

"The task force believes that the schools must make a concerted effort to improve their performance and that there is a clear

Continued on Page 15

Gov. James B. Hunt Jr.

Schools, Businesses Should Be 'Partners' In Economic Push

By Ann Green
Special to Education Week

RESEARCH TRIANGLE PARK, N.C.—America's public schools are failing to adequately prepare students for the demands of a competitive, technology-based economy, a task force of 41 elected officials, corporate and labor leaders, and educators concluded in a report released last week.

"We have expected too little of our schools over the past two decades—and we have gotten too little. The result is that our schools are not doing an adequate job of educating for today's requirements in the workplace, much less tomorrow's," concludes the report of the National Task Force on Education for Economic Growth.

The task force, which was created by the Education Commission of the States (E.C.S.), a consortium of state political and education officials, was chaired by Gov. James B. Hunt of North Carolina. The group met last week in Raleigh, North Carolina's capital, and approved the substance of the report, which is to be released in final form next month.

The tone of the document echoes that of the report of the National Commission on Excellence in Education, the federally sponsored panel that warned late last month of a "rising tide of mediocrity" in American education.

The E.C.S. task force, noting that its members held "a conviction that a real emergency is upon us" due to international competition, called for "deep and lasting change" in the schools.

The report included the following recommendations:

- Governors and state education leaders should develop an "action plan" for improving education in kindergarten through grade 12.
- Educators must make "better use of existing resources," because "no consensus for increased investment in education can be built unless citizens are convinced that the schools are sufficiently productive."
- Schools and business leaders should develop "partnerships" to advance school improvement.
- State officials should "drastically overhaul" their procedures for recruiting, training, and paying teachers; innovations should include merit pay.
- The practice of granting lifetime tenure to educators should be "examined and changed, where necessary, to insure more effective teaching in the public schools."
- State legislators should lengthen the school day and the school year.
- School officials should set "firm, explicit and demanding" requirements in discipline, attendance, homework, and grades. Social promotion should be eliminated.
- Principals should concentrate on improving instruction in the classroom and be freed from some of their administrative responsibilities.
- Each state should look for ways to reduce absenteeism and its dropout rate.

Continued on Page 17

Florida's Minimum-Competency Test Ruled Constitutional

Precedent-Setting Decision Affects 3,100 Students

By Barry Klein
Special to Education Week

Peggy Caldwell contributed to this report.

TAMPA, FLA.—The state of Florida can legally withhold high-school diplomas from students who cannot pass a functional-literacy test, a federal district judge ruled last week in a decision that is expected to have national impact.

In Florida, Judge George C. Carr's decision means that as many as 3,100 seniors—about two-thirds of whom are black—will not receive diplomas this year. Instead, they will receive "certificates of completion" that indicate only that they have completed 12 years of public schooling.

In issuing his 30-page decision on Wednesday, Judge Carr said the black plaintiffs had failed to prove that they did not have an adequate opportunity to learn the mathematics and communications skills tested on the state-developed examination, known as S.S.A.T.-II.

He also acknowledged that the schools remain scarred by the state's history of segregation, but that this year's black seniors, who have attended integrated schools since 1st grade, have had equal educational opportunities "in the constitutional sense." Judge Carr had been ordered by a federal appellate court to consider those issues.

Proficiency Testing for Pupils

The case, *Debra P.* v. *Turlington*, has been closely watched by educators nationwide since it was filed four years ago. Thirty-eight states have adopted some form of proficiency testing for pupils, according to the Education Commission of the States (E.C.S.), and laws in 20 of those states provide for diploma sanctions, either statewide or as a local option.

Some states, however, have delayed putting the diploma sanctions into effect because of uncertainty over legal issues of the sort raised in *Debra P.*

"Not having read the decision, I would say that the case is far from over," said Christiane H. Citron, senior attorney at E.C.S., who writes and lectures on legal issues raised by competency testing.

"These are important issues of the first impression that have never been ruled on before," she said. "The student minimum-competency-testing movement is here to stay, and no state has repealed its testing program. . . . The courts are saying that this is a legitimate educational tool for states or districts to use. This decision appears to say that. There are legal pitfalls, but they are problems that can be addressed."

She added that states and districts that have such diploma sanctions should, as Florida does, award "certificates of completion" to students who fail the tests but complete all other graduation requirements. "It is my legal opinion that they should get something," she said.

Steve Hanlon, a Tampa lawyer on the legal team representing the group of black Hillsborough County students who challenged the constitutionality of the basic-skills examination in 1979, said he will appeal the decision. "We profoundly disagree with Judge Carr's decision and we will appeal," Mr. Hanlon said. He said statistics clearly show that Florida's long history of segregated schools has left "vestiges" that

Continued on Page 17

IN SUMMARY

A Key Court Ruling in Seattle . . .
Adequate funds for schools must be provided under the state constitution, rules the judge in a major finance suit. **Story on Page 4.**

. . . and Another in California
In a landmark school-finance case, a Los Angeles judge has upheld the state's claim that its funding program is equitable. **Story on Page 4.**

Spurring Student Achievement
Administrators agree that improved attendance and study skills and more required courses bolster student performance. **Story on Page 5.**

Providing an Extra Challenge
A consortium of business leaders is undertaking a national effort to build support for gifted and talented students. **Story on Page 6.**

A Casualty of Fiscal Retrenchment
Supporters of the arts gather to map out strategies to secure a central position for the arts in schools. **Story on Page 6.**

Life in the Suburbs
Black students attending primarily white schools face problems of social and academic adjustment, experts agree. **Story on Page 8.**

Defining Legal Residence
The U. S. Supreme Court has ruled that a Texas district may charge tuition for students who are not residents. **Story on Page 9.**

'Fighting Discrimination With Discrimination'
The Administration's chief civil-rights officer attacks affirmative action and court-ordered busing for desegregation. **Story on Page 9.**

Spreading the Responsibility
A Senate bill could spread liability for athletic injuries, which now rests most often with equipment manufacturers. **Story on Page 10.**

The Debate on School Prayer Continues
A Senate subcommitee hears testimony on the Administration's proposed constitutional amendment. **Story on Page 11.**

Associations Column 8
Commentary ....18 and 24
Computers Column 17
Databank ....12 and 13
Deadlines 20
Events 20
For the Record 10
Legislative Report 10
Letters 19
Marketplace 23
New Bills 11
New in Print 19
Schools: What Works 16
Washington News 9

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

FEDERAL

House Panel Passes Bill To Aid Schools In Desegregation

A House education subcommittee gave its approval last week to a bill that would provide school districts with up to $117.9 million in school-desegregation aid next year.

The bill, H R 2207, seeks the reauthorization of the Emergency School Aid Act, which was folded into the education block-grants program by the Congress in 1981. An identical bill has been introduced in the Senate by Daniel P. Moynihan, Democrat of New York, but no hearings had been scheduled on the measure as of last week.

The House bill, sponsored by Representative Dale E. Kildee, Democrat of Michigan, now moves to the chamber's Committee on Education and Labor.

STATES

Wyoming To Create Its Own Commission To Study Schools

In response to the criticism of public education made by the National Commission on Excellence in Education in its recently released report, Wyoming will establish a blue-ribbon panel of its own to assess the quality and goals of education in its schools.

Lynn Simons, Wyoming superintendent of public instruction, last week said she will appoint a panel of educators, bankers, businessmen, and high-school students to assess what the state expects of education in the future, what schools are doing, and what schools want to accomplish.

The Wyoming blue-ribbon panel will also look at some areas that the national commission may have overlooked, according to Audrey M. Cotherman, deputy superintendent of public instruction.

These will include the role and status of extra-curricular activities, health and physical education, and vocational education.

The state commission will hold its first meeting in June. Ms. Cotherman expects the group's first report to be released to the state board of education by Oct. 1984, with recommendations to be presented to the state legislature sometime in the summer of 1985.

Wisconsin Outlines Academic Material Needed for College

Students who are interested in going to college should have four years of preparation in English, three in mathematics, science, and social studies, and two in a foreign language, according to the recommendations of a 16-member council in Wisconsin.

The Joint Council on College Preparation was appointed by State Superintendent of Public Instruction Herbert J. Grover and Robert M. O'Neil, president of the University of Wisconsin, to determine what academic preparation is needed to ensure that students will be successful in college.

The report states that additional skills "which make college studies easier and enjoyable are the use of a computer language, basic typing skill, and some experience with the visual and performing arts."

The council's report, *Preparation for College*, notes that "the surest and most systematic way to acquire the competencies needed for success in college is to take a sound course of academic studies in high school."

The report will be sent to guidance counselors, parents, and students throughout the state. Parents of all eighth-grade pupils will receive a press release listing the council's recommendations as well as a letter signed by Mr. Grover and Mr. O'Neil stressing the importance of strong academic preparation.

Report Recommends Changes in Illinois Teaching Profession

Salaries should be raised for all public-school teachers and special financial aid offered to lure some into academic areas where there are shortages, the staff of the Illinois State Board of Education has recommended.

The staff study of teacher preparation and performance, now under review by the board's policy and planning committee, says little is being done in Illinois "to attract academically able students, particularly minority students, into [teacher] preparation programs." And it contends that teacher-training institutions have not "demanded excellence in both the academic and practical performance of candidates through establishing rigorous requirements for admission to and retention in preparation programs."

The study says that the assistance of school boards and school-administrators' organizations should be sought in recruiting minority teachers and minority and female administrators. A statewide committee should examine problems associated with supervising extra-curricular activity and make recommendations to the board, the study suggests.

It also urges toughening standards in teacher-education programs by 1985. And the staff suggests stricter evaluation techniques for teachers and a series of proposals to upgrade staff development, inservice training, and certification requirements.

The report also recommends legislation to entice business and industry to help support instructional and professional-development efforts.

Paddling Returned To W. Va. Schools

Principals or their designated representatives will again be able to paddle students in West Virginia under a law recently signed by Gov. John D. Rockefeller IV.

The new law, which goes into effect next fall, will allow school officials to spank a student on the buttocks with a hand or a paddle. It calls for paddling to be used only as last resort and must be administered "without anger, malice, or a wanton use of force."

In addition, the severity of the spanking must be "suitable to a pupil's age and mental and physical conditions and [must be] applied without discrimination."

Also, parents must be notified of an intended spanking at least 12 hours before it takes place; the punishment must be conducted in the presence of another school official; a report documenting the incident must be placed in the school's files within 24 hours of the punishment; and parents must be notified of the incident within three days. In all, there are some 15 rules and exceptions to the punishment procedure.

Corporal punishment was prohibited in West Virginia schools this school year after the state's Supreme Court last June ruled the punishment unconstitutional because the state lacked a law providing for it.

New York State Seeks Materials On Holocaust Period

The New York State Department of Education has awarded a $50,000 grant to the Albany Jewish Federation to develop educational programs about the Holocaust.

Commissioner Gordon M. Ambach, in announcing the grant recently, said an increased emphasis on the study of the Holocaust was "appropriate" because this year marks the 50th anniversary of the Nazi rise to power in Germany.

The federation this year will devise a plan for the education of teachers and students, create a bibliography of audio-visual materials and books, develop a proposal for a permanent museum display, and develop the theme for a traveling exhibit on the Holocaust.

The department is now conducting field tests of a teachers' guide on the period.

High-Tech High Created For Students In San Antonio

A new high-technology high-

Attendance, Study-Skills Efforts Hike Achievement, Officials Say

By Sheppard Ranbom

Policies that increase daily attendance, improve student study skills, and increase the number of required core courses provide the most effective means to improve the academic performance of students, according to administrators polled in a nationwide survey.

About two-thirds of the administrators, who represented 571 school districts, rated increasing attendance as "highly important" for improving student achievement, and nearly half strongly favored increasing the number of required core courses and the number of study-skill courses.

The survey was conducted by the National Center for Education Statistics for the National Commission on Excellence in Education, to provide the panel with information on high-school academic requirements and school districts' efforts to boost academic achievement.

Although one-fourth of the administrators rated minimum-competency requirements for graduation and expanded inservice training for teachers as "highly important" in improving achievement, fewer than 10 percent responded that minimum-competency tests for teachers, an extended school day or school year, or increased homework were "highly important" in that effort.

Nearly half of the administrators said, however, that increasing homework was at least "moderately important."

Bolster Academic Achievement

In the last three years, the survey suggests, school districts have initiated activities to bolster academic achievement that correspond closely to the priorities of the district administrators.

Some 69 percent of the officials indicated that they have already implemented programs to increase daily student attendance, and 51 percent reported plans for new or additional activity in this area.

Since 1979-80, about half of the districts have established new requirements for core subjects and programs that make study-skills courses more available to students, according to the survey.

Urban Districts More Active

Urban school districts were more active than suburban or rural districts in promoting changes, particularly with regard to improving student attendance, establishing or increasing minimum-competency requirements for graduation, and requiring additional homework, the survey indicates.

Requirements for graduation and time spent in class vary widely among school districts, the study shows. Although high-school students nationally average about five hours of for-credit classes each school day, the amount of time spent in those classes ranges from a high of 350 minutes or more daily for 10 percent of the districts to a low of 240 minutes or less for another 10 percent.

On the average, districts require a total of 19.8 credits for graduation, or about five credits per year for the typical four-year program. However, 5 percent of the school districts surveyed require as many as 24 credits, although another 5 percent require as few as 16.5 credits. That is a difference of about one and a half years of required credit, according to the study.

The school districts surveyed require for high-school graduation an average of: 3.6 credits in English/language arts; 2.6 credits in social studies/history; 1.7 credits in mathematics and in physical education/health; 1.6 credits in science; and fewer than 0.1 in foreign languages.

The survey's also found that:

- Minimum-competency tests for graduating seniors are required by about one-fourth of the districts.
- About 23 percent of the school districts have formal policies requiring the regular assignment of homework in high school.
- About half of the high-school graduates from the districts intend to go to two- or four-year colleges.
- Almost half of the seniors in all districts take college-entrance examinations.
- Student achievement on standardized tests varies widely. Of the districts reporting S.A.T. scores, 10 percent reported average mathematics scores of 400 or lower, although another 10 percent reported aver-

Continued on Page 16

Academic Requirements in Public High Schools, Fall 1982

Requirements	All districts with high schools	Metro status: Urban	Suburban	Rural
Total school districts	11,370	366	3,725	7,280
Average minutes per day of credit classes	298.4	294.4	290.7	302.6
Average number of credits[1]	19.8	19.9	19.9	19.8
Average number of credits in core subjects[2]	9.5	10.0	9.3	9.6
Average number of credits in:				
math	1.7	1.9	1.6	1.7
science	1.6	1.6	1.4	1.6
English/language arts	3.6	3.8	3.7	3.6
history/social studies	2.6	2.6	2.6	2.6
foreign languages	*	*	*	*
physical education/health	1.7	1.9	1.9	1.6
Percent of districts requiring minimum competency tests for graduation	25	42	37	19
In math	23	41	33	17
In English/language arts	20	38	29	15
In other subject	12	23	19	7
Percent of districts with formal policy requiring regular assignment of homework at senior high school level	23	40	29	19

* Less than .1

[1] In the survey, a unit of credit was defined as a class scheduled for a minimum of 200 minutes per week (275 minutes for a lab class) for 36 weeks. All credits have been converted to a four-year base.

[2] Math, science, English/language arts, social studies/history, and foreign languages.

Source: National Center for Education Statistics

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SCHOOLS: WHAT WORKS

Any illusions that Lakeland High School seniors in a course called "Leadership" may have had about the ease of becoming a respected student leader are certain to be dispelled by the class's rigorous requirements.

To show them that genuine leaders are more than figureheads, the program requires the 35 students of this popular year-long course at the Shrub Oak, N. Y., high school to give their talent and time to benefit the school and the community.

The school's assistant principal, Robert Maher, developed the program five years ago to combat low school morale and to revive the student-government system. He wants students to know that they have abilities of value and that they can work constructively to shape their environment.

He asks the students in the class to: discover their own strengths and limitations; study various leadership styles and the lives of "famous leaders"; provide certain services to the school through committees; and volunteer 20 to 100 hours to a community organization.

The students coordinate a variety of school-oriented projects, such as the school's communication systems (the intercom, newspaper, bulletin boards, announcements), fund-raising drives, health fairs, and a crime-watch program.

In the community, the students pledge their time to such tasks as assisting in nursing homes, acting as special-education tutors, and acting as "big brothers" or as "big sisters" to the area's children.

For more information, contact Robert Maher, Assistant Principal, Lakeland High School, E. Main Street, Shrub Oak, N. Y. 10588.

□

A "dead" language is helping lively students communicate more effectively in Wood-Ridge, N. J.

Students at Wood-Ridge High School and their parents asked for greater emphasis on the humanities and communication skills. Two teachers of English and languages, Elizabeth Greeley Marcellaro and Gretta Roffman Ostrovsky, developed a program called "Verbal Vibes With Latin" for grades 6 through 12 to help the students increase their English vocabulary. The program shows how English words developed from Latin ones.

The teachers wrote graded workbooks that were published in 1982 by Lumen Publications [324 Passaic Ave., West Caldwell, N. J. 07006; $7.50 for the grade 11 workbook and $7.00 for all others.] Teachers using the workbooks need not have a background in Latin.

For more information, contact Gretta Roffman Ostrovsky, Wood-Ridge High School, 258 Hackensack Street, Wood-Ridge, N. J. 07075.

□

Where can a student go unblushingly for help with "writer's block" or a question about inside quotation marks? Students at Darien (Conn.) High School turn to their own "Writing Center."

At the center, juniors and seniors who have successfully completed a course in advanced composition and peer tutoring volunteer to help other students with their writing assignments for any course. These "peer tutors" offer suggestions on restructuring paragraphs, on punctuation, and on other composition and grammatical matters.

The tutors improve their own skills by writing critiques of the papers of other students. They must hone their verbal-communication skills to efficiently "brainstorm" ideas and explain their suggestions to their classmates.

Some of the students who come to the center have been assigned a specified number of tutorial sessions to work on writing problems. Others visit voluntarily during any free period they may have.

The school's English teachers report that these services effectively supplement the individual conferences that they are able to hold with their students each year, and they occasionally ask the tutors to assist them in class.

For more information, contact Doug Paulsen, English Department, Darien High School, Nutmeg Lane, Darien, Conn. 06820-3399.

□

Schoolchildren are seldom given a chance to develop solutions to their community's problems or to present these solutions to receptive officials in government and business.

But at Intermediate School 139 in New York City's Bronx section, students have been given such a chance through an informally administered project known as GUTS [Governmental Understanding for Today's Students]. For nine years, students concerned about the social, housing, and sanitation problems of their community have been allowed to choose one to study and work with city officials to solve them.

Three teachers and about 70 students usually participate. The teachers weave the special project into their subject-area teaching in social studies, English, and language arts.

According to the school's assistant principal, Walter Kurtzman, the program seeks to develop "critical thinking and student involvement in a context which involves the community in which the student will soon function as an adult."

After the students investigate the history of a problem, such as inadequate health care, they consider possible solutions and work to implement some part of them, if possible. One year, a group of students presented a health plan for the community to the Bronx borough president and also organized a community health fair.

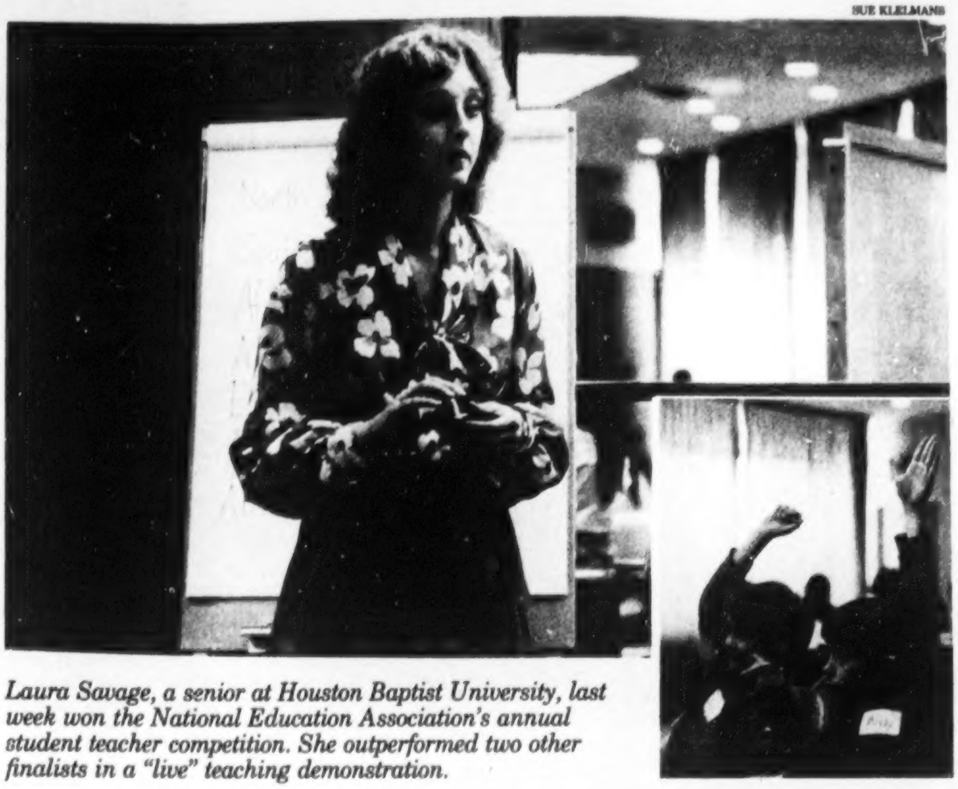
The program has been highlighted in a publication of the National Council on Resources for Youth as an exemplary approach to developing responsibility in adolescents.

For more information, contact Walter Kurtzman, Assistant Principal, Intermediate School 139, 345 Brook Avenue, Bronx, N. Y. 10454 or Joan Schine, National Commission on Resources for Youth, 36 West 44th Street, New York, N. Y. 10036.

—Tricia Furniss

Word of innovative, effective programs may be sent to SCHOOLS: WHAT WORKS, Education Week, 1333 New Hampshire Ave., N.W., #560, Washington, D. C. 20036. (When writing to others for more details, please include a self-addressed, stamped envelope.)

SUE KLELMANS



Laura Savage, a senior at Houston Baptist University, last week won the National Education Association's annual student teacher competition. She outperformed two other finalists in a "live" teaching demonstration.

Group Plans Gifted-Children Program

Continued from Page 6

University's college of business administration. "Perhaps there is also the feeling that bright kids need no help, they can make it on their own. We know that this is not so."

As evidence, Mr. Seidman cited a study of high-school dropouts that indicated that 11 percent of all high-school dropouts interviewed had I.Q.'s of 110 and above.

"These should have been among the talented college students of their generation, yet they did not qualify for high-school diplomas," Mr. Seidman said. "The reason is all too well known to educators. The child who is not challenged all too often becomes turned off and does not develop his full potential."

Mr. Seidman's assessment was supported by Arlene Morales, a 20-year-old high-school dropout who graduated with honors from Goucher College last year and plans to attend The Johns Hopkins University medical school.

"I had to work hard to take the type of courses I felt comfortable in," Ms. Morales said. "The school was opposed to any sort of change. They said, 'No one has ever done this sort of thing before.' They didn't know what to do with me."

Mathematically Precocious

While in 7th grade, Ms. Morales began taking algebra courses offered through Johns Hopkins' program for mathematically precocious youth. "This caused some trouble with my school administrators," she said. "I pointed out to them that I could get algebra downstairs in our own building. They said that there were no provisions for that and that, as a matter of fact, I would have to supplement any algebra with my regular math class."

"In high school it got worse," she said. After completing the school's mathematics curriculum in the 9th grade, Ms. Morales asked for and received permission to take advanced mathematics courses at a local college. One year later she decided to attend college full time.

"My high school again said they had no provision for that," she said. "They said that I'd flunk out. I still don't have a high-school diploma, but I made Phi Beta Kappa and graduated from Goucher at 19."

Committee of Business Leaders

According to Mr. Ikard, a past president of the American Petroleum Institute, the consortium's first order of business is to establish committees of business leaders during the next two years in each of the 50 states and the District of Columbia, Puerto Rico, and the Virgin Islands. He said that the group hopes to have a representative in each of the nation's school districts.

Once this is accomplished, the school-district representatives will conduct surveys in order to determine the number of students identified as gifted in their region, the quality of services that they currently receive, and the ability of the local business community to help them.

According to Jacqueline A. Meers, the consortium's executive director, the business community can help gifted students by providing them with mentors and summer internship programs.

They can help schools by providing them with experts to teach seminars, by donating scientific equipment, and by opening up their facilities to students.

"Business is looking at the bottom line," Ms. Meers said. "Right now it is spending close to $30 billion every year to train and retrain its employees. That's a startling figure."

Survey Stresses Attendance

Continued from Page 5

age scores of 520 or higher.

Preliminary analyses of survey data revealed "some positive relationships" between the district requirements and student achievement as measured by scores on standardized tests and interest in college.

The pattern, however, "was not consistent across the three achievement measures," according to the study.

In districts where students spent more class hours in credit courses, they scored significantly higher on the S.A.T. But in districts where the A.C.T. was the more widely administered test, students spending more hours in credit courses did not score significantly higher on the examination.

The study also noted that "student achievement in districts requiring competency tests or regular homework at the senior-high level does not differ significantly from that in districts without these requirements."

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IMPACT AID

A federal judge has declared unconstitutional a North Carolina law that permits districts to charge tuition for military dependents if impact-aid payments fall below 50 percent of the cost of educating a student in those districts.

See Page 5.

CIVIL RIGHTS

President Reagan plans to replace three members of the U. S. Civil Rights Commission with appointees whose views may be more in harmony with his and to name as staff director an official of the American Federation of Teachers.

See Page 10.

PRIVATE GIFTS

Contributions to independent schools reached a record $295 million last year, 8.3 percent more than the previous year's total. Contributions to a "core group" of 326 schools rose 27.7 percent, the greatest gain in 10 years, according to a survey.

See Databank on Page 16.

EDUCATION WEEK

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Court Bars Tax Breaks for Discriminatory Schools

High Court Ruling Divides Private-School Community

By Eileen White

WASHINGTON—The decision by the U. S. Supreme Court last week to deny federal tax exemptions to schools and colleges that practice racial discrimination was hailed by representatives for many private schools as a vindication of the schools' anti-discrimination policies.

"I hope it will bury forever the notion that racial discrimination is widespread in private education. The few private schools that have been discriminating have been giving the great majority of private schools a black eye," said Robert L. Smith, executive director of the Council for American Private Education, which represents schools that enroll 80 percent of the nation's private-school students.

The text of the Court's opinion begins on page 11.

Similarly, the Boston-based National Association of Independent Schools said in a statement that it was "fully in accord" with the Court's 8-to-1 decision.

The ruling issued last Tuesday against Bob Jones University and the Goldsboro Christian Schools was, however, denounced as religious discrimination by Jack Clayton, the representative here for the Chicago-based American Association of Christian Schools, which represents 1,100 schools around the country.

"We are now back to a medieval doctrine of *raison d'état*," Mr. Clayton said. "It makes every religious institution—church and school—subject to arbitrary and capricious definitions of public policy that have never been enacted into law."

Both the university and the schools maintained that their racially discriminatory policies were based on religious beliefs. The university has admitted black students since 1975, but it does not permit interracial dating or marriage among its students. The Goldsboro schools have not admitted black pupils since the schools began operating in 1963.

In the opinion, written by Chief Justice Warren E. Burger, the Court upheld a regulation issued in 1970 by the Internal Revenue Service (I.R.S.) that discontinued the granting of tax-exempt status to schools that practiced racial discrimination.

The strongly worded ruling, from which Associate Justice William H. Rehnquist was the sole dissenter, asserted that "there can no longer be any doubt that racial discrimination in education violates deeply and widely accepted views of elementary justice."

"It would be wholly incompatible with

Continued on Page 10

JOHN C. PHILLIPS—THE CHRONICLE OF HIGHER EDUCATION

Bob Jones 2nd, founder of the university that bears his name, with his son, Bob Jones 3rd.

Southern States Seeking Change In Chapter 1 Aid

Per-Capita Income Would Be Considered

By Tom Mirga

WASHINGTON—A group of Southern senators is pressing several colleagues to adopt a new formula that would significantly alter the way the federal government distributes $2.68 billion in Chapter 1 education aid for disadvantaged children, less than a month before that aid is scheduled to be disbursed to the states.

The Senators' proposal would add a new variable—state per-capita income divided by the national per-capita income—to the formula now used by the Education Department to determine the size of Chapter 1 basic grants to states.

The addition of that variable would result in a drastic shift in funds from states with a high per-capita income to those with a low per-capita income. Those funds will begin flowing to the states on July 1.

In general, per-capita income in the Southern states—and especially in the Southeastern states—is lower than the national average. Because it is a "zero-sum game," critics of the plan say, adoption of the proposal would ensure that Chapter 1 grants to states such as California, Connecticut, and New York would be reduced while those for Kentucky, Mississippi, and Tennessee would be increased.

Amendment to Senate Bill

Senators Jeremiah Denton, Republican of Alabama and Dale Bumpers, Democrat of Arkansas, may offer the proposal as an amendment to one of a number of bills that are likely to be brought to the Senate floor soon. According to the Senators' aides, the proposal may be attached as an amendment to the Senate bill, recently approved by the Labor and Human Resources Committee, to improve the quality of mathematics and science instruction.

The Senators are hoping that the amendment, which would take effect immediately after the President signed the bill, can become law before Chapter 1 funds for the upcoming school year are allocated, the aides said.

The drafting of the amendment stems, in part, from last year's battle between the states over the distribution of Chapter 1 aid. The fight, which pitted 11 states, Puerto Rico, and the city of Chicago against 12

Continued on Page 19

States, Municipalities Asked To Bail Out Insolvent Schools

Effects of Proposition 2½ Squeeze Mass. Budgets

By Susan G. Foster

After a series of "amicable" negotiations this year, the mayor and city council of Brockton, Mass., reluctantly agreed to bail the school district out of a $1-million budget deficit, with an understanding that there would be no future bailouts.

But the Brockton School Committee anticipates it will need $3.5 million more than its fiscal 1984 budget, and with no hope of help from the city, the committee is turning to the state for the revenue. The response so far has not been favorable, school officials say.

Without the additional funds, the Brockton district—the fourth largest in Massachusetts—will be forced to lay off 150 teachers, to close five schools, and to eliminate basic-education programs, the officials say.

Since 1980, the district has laid off 442 teachers and reduced the staff in the central administration to five people, according to Superintendent of Schools Thomas J. Whalen.

Brockton is only one of a number of Massachusetts districts struggling to avoid budget deficits, and several of them have not encountered the kind of cooperation from city leaders that the Brockton school officials have.

Met To Express Concerns

School-district administrators from 11 of these financially pressed communities, including Brockton, Lynn, Quincy, and Worcester, met recently with Gov. Michael S. Dukakis's special assistant for education to express their concerns about next year's financing of their programs. They contended that the schools have been the hardest hit by Proposition 2½—the property-tax-limitation measure approved by the voters

Continued on Page 18

San Jose, Calif., Board Votes for Bankruptcy

By Charles Hardy
Special to Education Week

SAN JOSE—Officials of the San Jose Unified School District have voted to proceed with plans to declare bankruptcy.

The board made the decision May 19 in light of an arbitrator's ruling that the district must pay its employees the 6.1-percent raise this year and 6-percent raise next year that it agreed to under a three-year contract

See related stories on pages 6 and 18.

Although the five-member board unanimously gave the district's administrators approval to explore the possibility of bankruptcy proceedings, it also ordered them to continue to negotiate with two employee unions in an effort to persuade them to give

Continued on Page 18

THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

A Settlement
Four nuns have ended a lawsuit against their bishop—the first of its kind—and will seek new teaching jobs. **Story on Page 4.**

Seniors With Juniors
A Washington, D. C., program that brings elderly volunteers into the schools is a success, according to participants. **Story on Page 4.**

Shortage of Black Teachers
A national association of education schools proposes to help black education students earn their certification. **Story on Page 4.**

Raising Standards
Washington, Oregon, and New York move to change curriculum requirements and content. **Story on Page 5.**

Going Broke
Does San Jose's decision to declare bankruptcy offer an idea that other financially troubled districts might emulate? **Story on Page 6.**

Clearing the First Hurdle
The Senate Finance Committee—as it did last year—has approved the Administration's tuition tax-credit proposal. **Story on Page 8.**

Upping the Ante
Business representatives tell a House committee that salaries must be raised to attract and keep good teachers. **Story on Page 8.**

A Decision, Finally
The Senate's much-debated budget resolution is approved, including a $1-billion increase in education funding. **Story on Page 8.**

Oops
Principals of schools cited by the President as succeeding without federal help offer other perspectives on the matter. **Story on Page 9.**

New Faces for Civil Rights Commission
The President plans to replace three of the advisory panel's six members and to appoint a new staff director. **Story on Page 10.**

Commentary ... **20 and 24**
Computer Column ... **16**
Databank ... **16 and 17**
Deadlines ... **22**
Events ... **22**
For the Record ... **9**
In Federal Agencies ... **9**
Letters ... **21**
Marketplace ... **23**
New Bills ... **8**
Vocational Education Column ... **6**
Washington News ... **8**

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NATIONAL

Senate Committee Delays Action on Prayer Amendment

A Senate Judiciary subcommittee abruptly cancelled a recent hearing to mark up a proposed constitutional amendment that would allow prayer in public schools after Reagan Administration officials objected to a plan to change its wording.

According to staff members on the Subcommittee on the Constitution, several senators on the panel would like to modify the language of the proposal, S.J. Res. 73, in a manner that would allow silent prayer and equal access to school property for student religious groups.

The Administration-drafted amendment reads: "Nothing in this Constitution shall be construed to prohibit individual or group prayer in public schools or other public institutions. No person shall be required by the United States or by any State to participate in prayer."

Constitutional scholars who have testified before the subcommittee have warned that such language could open the way for states to mandate the reading of government-drafted prayers, thus endangering the constitutionality of the proposed amendment. The substitute language under consideration, they continued, stands a better chance of passing constitutional muster.

The subcommittee staff members said that the Administration asked for additional time to discuss the proposed changes with the senators. The subcommittee was scheduled to take the measure up again late last week.

Groups Ask Courts To Consider Cases Of Layoff by Race

The American Federation of Teachers and the National Association for the Advancement of Colored People recently announced that they would seek appeals in two separate, but related lawsuits involving the constitutionality of racially-motivated teacher layoffs.

The A.F.T., on behalf of its Boston affiliate, announced last week that it would ask the U.S. Supreme Court to reconsider its decision of last October not to hear a case involving the layoff of more than 1,000 white teachers in the city.

Meanwhile, spokesmen for the N.A.A.C.P. said the organization would ask the full five-member panel of the U.S. Court of Appeals for the Sixth Circuit to rehear a case involving the layoff of white teachers in Kalamazoo, Mich.

In the Boston case, *Boston Teachers Union* v. *Boston School Committee*, the U.S. Court of Appeals for the First Circuit ruled that a federal district judge had the right to order the school district to furlough senior white teachers in order to preserve the jobs of recently hired black teachers. In the Kalamazoo case, *Oliver* v. *Kalamazoo Board of Education*, a three-member panel of the Sixth Circuit Court reached the opposite conclusion.

The A.F.T. is backing the more senior white teachers in both cases. The N.A.A.C.P. is representing black teachers in the cases.

Math Group Rejects Quick-Fix Remedy For Teacher Shortage

The shortage of qualified mathematics teachers is indeed jeopardizing the education of American children, but according to a new position paper issued by the National Council of Teachers of Mathematics, short and limited retraining programs will only make the situation worse.

Although sympathetic to the plight of districts unable to find qualified teachers, the council urges them to adhere to its existing standards for teacher training.

Those standards, published in 1981, outline a relatively rigorous curriculum for those intending to teach mathematics.

The curriculum would include for junior-high-school mathematics teachers, for example, three or four years of high-school-level mathematics and one semester-long college-level course in calculus, trigonometry, geometry, computer science, abstract algebra, probability and statistics, and methods of mathematics teaching.

In contrast, the council notes, many of the retraining programs "set their standards far below" the levels recommended. The programs also tend to "suggest that the retraining necessary can be accomplished in exceedingly short periods of time and with limited attention to the need for relevant, up-to-date course content."

STATES

Schools Said Key To High-Tech Group's Choice of Austin

The city's "commitment to academic excellence" was a major factor in the decision of a consortium of 12 high-technology and research firms to choose Austin, Tex., as a home. The firms will soon bring at least 200 new "high-tech" families into the Austin Independent School District.

"We're really thrilled," said a district spokesman, adding that the new consortium will raise the district's tax base and bring students of "high motivation" into the schools.

Retired Admiral Bobby Inman, chairman of the new consortium, Microelectronics and Computer Technology Corp., said the families employed by the company will be looking for high-quality education in the Austin schools, and he urged increased state support for the public-school system.

Mr. Inman is a graduate of the University of Texas. The university, the local chamber of commerce, Texas A & M University, and city officials cooperated to attract the research consortium to Austin. San Diego, Atlanta, and Research Triangle Park, N.C. were also seeking to attract the firm.

Maine Legislator Hopes To Establish Excellence Panel

The majority leader of Maine's House of Representatives, taking her cue from the federal government, recently announced that she would introduce legislation seeking the creation of a blue-ribbon panel to investigate the condition of education in the state.

"Our once-revered system of education is not producing the tools or the motivation necessary to help our young people realize their full potential," said Representative Elizabeth H. Mitchell, majority leader of the state House of Representatives, in announcing her proposal for a Maine Commission on Excellence in Education.

The proposed 21-member commission would be given until Jan. 31, 1984, to compile a list of recommendations for Gov. Joseph E. Brennan and the state legislature, she said.

Falwell Urges Neb. To Test Students in Private Schools

The Rev. Jerry Falwell, speaking recently at a church in Lincoln, Neb., suggested one way to resolve the continuing controversy over state regulation of private schools that has resulted in several lengthy legal disputes in the state.

Mr. Falwell, leader of the Moral Majority, said children in private schools should be tested and the results reported to the state. "If the tests show these children are not being educated," he said, "then [the state] should come down on these

COMPUTERS

Families that own personal computers tend to watch television less than other families, according to a recent Stanford University study. That finding, the researchers say, "suggests that home computers may be more addictive than television."

Of the 77 computer-owning Stanford families surveyed, 56 percent reported no change in television-viewing habits. But 40 percent said they had reduced their television-viewing time by 1.5 hours a day.

The average American family has its television sets turned on for about six hours a day. The families of Stanford faculty and staff members have their sets turned on for about 2.7 hours a day, a previous survey found.

The report—written by Professor of International Communications Everett M. Rogers, and two students, Hugh M. Daley and Thomas D. Wu—was part of a class project involving 59 communications students. The report was published by the Stanford Institute for Communication Research.

About two-thirds of the respondents reported encountering difficulty using the computer. But computer owners encouraged an average of eight people they knew to buy a computer, the study said.

About 41 percent of the respondents said the computer either made their work easier or saved them time on tasks. Seventeen percent said the computer increased their awareness of the technology, and 14 percent said it changed the things they did at home for entertainment.

□

The computerized student-record system for children of migrant workers may have received a reprieve from federal budget cuts.

The Little Rock-based system—called the Migrant Student Record Transfer Service—holds the academic and health records of more than 700,000 students whose parents' work requires them to change residences frequently.

The Reagan Administration had proposed that migrant programs receive $129 million in the next fiscal year's budget—down from appropriations of $255 million for each of the last three years. Such cuts "would completely destroy the [$4-million annual record] program," said Joseph Miller, its director.

But those cuts apparently have been averted. In the spending resolutions passed this spring, both the Senate and the House of Representatives maintained current funding plus a 5-percent allowance for inflation for migrant programs.

Since the M.S.R.T.S. was launched in 1970, it has kept the records of 1.6 million students at an average cost of $3.46 per child, Mr. Miller said. The program's families are concentrated in Arizona, California, Florida, and Texas, he added.

□

When the Republican Party's Congressional task force on high technology meets later this month, a Georgia Congressman expects his bill to provide tax writeoffs for the purchase of home computers to be a main topic of discussion.

Newt Gingrich last month introduced a bill that would allow families tax credits of $100 per family member annually over five years for the purchase of home computers. Under the bill, H R 2531, the total credit could not exceed half the retail cost of the computer.

The main purpose of the bill, said Walter C. Jones, executive assistant to Representative Gingrich, is to "pull together" the family by encouraging families to use computers for education and other purposes at home.

The bill is pending before the Ways and Means Committee. No similar bill has been introduced in the Senate, Mr. Jones said.

□

The Copyright Office of the Library of Congress last week asked for public comment on the idea of excluding software manufacturers from a provision of the federal copyright law that requires publishers to allow public inspection of their products.

Software producers have expressed concern that public access could lead to improper copying of key parts of programs. And educators have said that illegal copying threatens the development of good educational programs. *(See Education Week, Jan. 12, 1983.)*

An official of the Copyright Office said such an exemption would probably be modeled after an exemption for standardized examinations. That exemption was successfully defended last year in the U. S. Court of Appeals for the Seventh Circuit.

The public has until July 18 to respond to the issue, which was outlined last week in the *Federal Register*.

The responses will be available for further comment on Aug. 15.

□

A five-student team from the Montclair (N. J.) Kimberley Academy took first place in the fifth annual national competition of the American Computer Science League held earlier this month at Hauppauge High School on Long Island.

The Hauppauge meeting, which involved 40 schools, was the fifth level of competition. Overall, 600 schools in the United States and Canada took part.

The Montclair team won a microcomputer for its school. Finishing second and third, respectively, were Milford High School of Milford, N. H., and the Detroit Country Day School.

In the morning session of the event, the teams were given several questions to answer about topics such as Boolean algebra, numbers theory, and digital electronics. In the afternoon, the teams were given a series of problems that they had to solve by writing programs.

□

Notes: The commencement speaker at Anne Arundel Community College in Arnold, Md., was a robot named "Robot Redford." Actually, the robot did not speak. It rolled to the front of the stage, and its creator spoke into a microphone off-stage. . . . Newspaper pages for classified advertisments have been filling up with columns describing used computers for sale. One researcher estimates second-hand sales to be worth as much as $30 million. —C.E.

DATABANK

A Survey of Voluntary Support To Independent Schools, 1981-82

Contributions to 486 independent schools that responded to a survey on voluntary giving totalled $295 million in 1981-82.

Total contributions averaged $607,086 per school and ranged from under $10,000 to a high of over $23 million. Last year's support was 8.3 percent higher than the previous year's, thus keeping pace with the 1981-82 inflation rate of 8.2 percent.

In 1980-81, 378 schools surveyed reported an average of $560,742 in contributions.

In a core group of 326 schools that responded to both the 1980-81 and 1981-82 surveys, total gifts rose 27.7 percent. According to the report, this is the sharpest increase reported by "core institutions" since 1972-73.

The survey was conducted by the National Association of Independent Schools (N.A.I.S.), the Council for Financial Aid to Education (C.F.A.E.), and the Council for the Advancement and Support of Education (CASE).

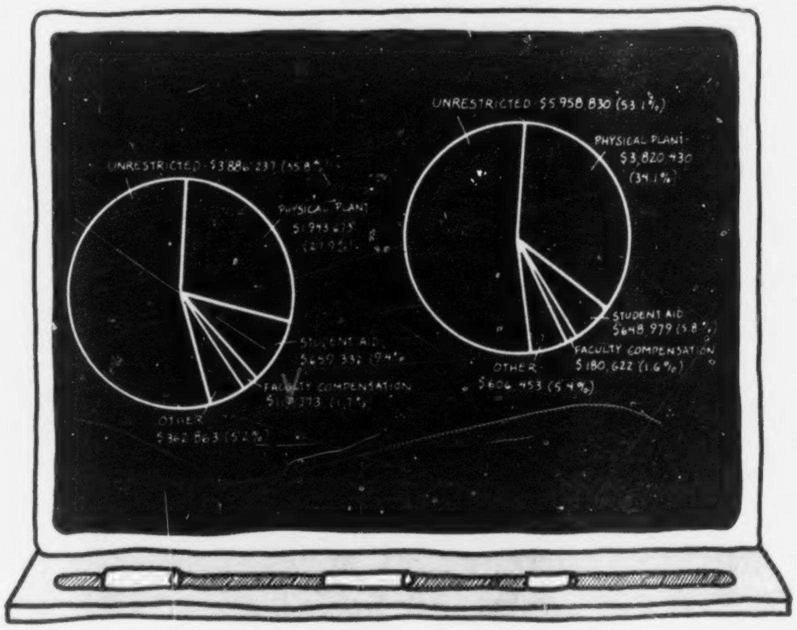
According to N.A.I.S., voluntary giving represents about 10 percent of support for independent schools from all sources.

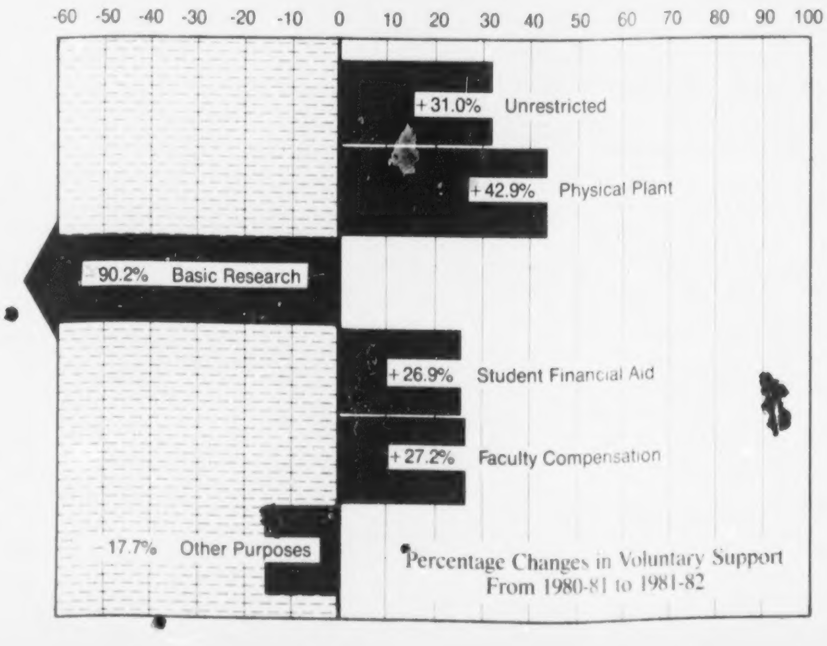
Individual donors provided almost 75 percent of all gifts to the responding schools. The rest came from foundations (17.7 percent) and corporations (3.8 percent).

Non-alumni support constituted a record share of overall giving—43.3 percent.

The typical non-alumni donor is the parent of a child currently or formerly enrolled in an independent school, according to Anne Rosenfeld, a spokesman for N.A.I.S.

Corporate Support of Independent Schools by Purpose





Percentage Changes in Voluntary Support From 1980-81 to 1981-82

Private Secondary and Elementary Schools	Enroll-ment	VOLUME OF SUPPORT (in dollars) Grand Total of Support	Current Oper-ations	Capital Pur-poses	SOURCES OF SUPPORT (in dollars) Corpora-tions & Busi-ness	Religious Denomi-nations	Alumni	Non-Alumni Indivi-duals	Foun-dations	Other Groups & Sources	SUPPORT THROUGH THE ANNUAL FUND Total Number of Alumni of Record	Number of Alumni Solicited	Number of Alumni Donors	Number Value Alumni Gifts	VITAL STATISTICS (in dollars) Expen-ditures Educa-tional & General & Student Aid	Endow-ment Market Value
Albuquerque Academy, N.M.	560	23,169,933	83,048	23,086,885	10,212	0	3,781	23,155,740	200	0	946	946	100	$3,780	3,120,800	46,959,000
Bishop's Schools,Calif.	500	1,593,635	167,600	1,426,035	69,431	39,158	40,638	962,319	253,750	228,339	2,430	2,244	333	20,942	2,720,348	957,807
Blake Schools, Minn.	1,111	2,791,309	482,530	2,308,779	299,538	0	1,338,507	893,596	239,880	19,788	3,541	3,541	971	109,705	5,335,893	6,090,591
Breck School, Minn.	990	1,093,675	206,385	887,290	45,886	0	24,179	873,761	143,853	5,996	1,500	1,500	229	7,970	4,204,000	540,035
Brooks School, Mass.	307	1,101,336	370,077	731,859	48,127	0	605,921	16,347	291,450	140,091	2,035	1,810	903	110,186	3,466,104	8,526,200
Cardigan Mountain School, N.H.	181	1,038,594	81,457	957,137	2,860	0	11,520	562,214	462,000	0	2,173	1,563	145	7,195	1,725,230	841,974
Chapin School, N.Y.	607	1,054,734	346,747	707,987	28,099	0	330,416	622,969	73,250	0	2,948	2,679	1,228	130,779	3,351,485	5,894,567
Chatham Hall, Va.	137	1,235,618	302,585	933,033	1,500	0	209,909	368,209	656,000	0	2,975	2,721	978	120,067	1,370,329	1,417,239
Choate Rosemary Hall, Conn.	980	3,014,927	1,210,123	1,804,804	68,512	0	1,571,916	639,188	735,311	0	10,390	9,926	3,740	682,140	10,580,609	21,211,518
Cincinnati Country Day, Ohio	718	1,010,321	231,557	778,764	69,360	0	85,474	613,757	196,025	45,705	1,556	1,180	130	7,718	2,650,126	2,464,197
Cranbrook Schools, Mich.	1,389	1,019,332	671,474	347,858	46,964	0	337,690	441,923	192,765	0	6,276	5,385	1,580	179,161	9,929,300	6,116,944
Culver Educational Foundation, Ind.	774	4,984,296	807,987	4,176,309	28,756	0	3,010,667	125,675	1,517,645	301,553	9,241	9,241	1,558	415,562	10,196,344	20,670,000
Dana Hall School, Mass.	455	1,899,210	301,750	1,597,460	19,315	0	1,349,671	371,842	152,075	6,307	6,006	5,777	2,051	163,835	3,570,282	3,698,648
Deerfield Academy, Mass.	556	2,224,370	1,311,425	912,945	153,747	0	1,162,028	343,763	564,832	0	8,399	8,030	4,078	654,778	7,289,232	29,000,000
Emma Willard School, N.Y.	340	1,294,858	601,982	692,876	17,559	0	581,111	508,688	187,500	0	5,945	4,796	2,339	350,683	3,093,184	9,411,000
Episcopal Academy, Pa.	988	1,113,004	370,231	742,773	16,237	0	136,139	351,181	609,447	0	2,800	2,800	794	80,530	NA	1,089,689
Fort Worth Country Day School, Tex.	880	2,282,836	285,304	1,997,532	2,400	0	3,200	198,221	1,984,129	94,886	626	542	76	2,800	2,789,089	2,235,822
Gilman School, Md.	894	1,004,653	256,465	748,188	17,834	2,575	458,207	362,433	153,467	10,137	2,743	2,743	1,301	137,853	3,871,033	7,154,490
Girls Preparatory School, Tenn.	560	1,363,491	236,506	1,126,985	54,050	0	393,765	424,101	490,375	1,200	3,545	2,968	873	45,542	1,732,052	946,388
Groton School, Mass.	314	2,095,140	571,861	1,523,279	28,145	0	1,455,304	437,391	174,300	0	2,378	2,061	1,344	322,305	3,410,290	17,965,900
Gunnery, Conn.	221	1,026,083	174,693	851,390	7,106	0	134,221	783,756	101,000	0	2,245	2,245	561	71,763	NA	1,379,847
Hanahauoli School, Hawaii	195	1,038,307	30,399	1,007,908	44,778	0	82,435	180,744	127,200	603,150	1,190	915	180	11,866	726,000	600,000
Harvard School, Calif.	784	1,207,968	213,845	994,123	6,530	0	345,169	428,990	427,279	0	2,457	2,457	153	26,466	3,671,112	2,329,386
Hill School, Pa.	509	1,454,572	707,317	747,255	109,977	0	876,987	308,440	159,168	0	6,865	6,865	2,404	436,362	4,838,867	12,405,754
Hockaday School, Tex.	802	4,812,622	917,087	3,895,535	149,449	0	3,034,134	1,248,954	380,085	0	4,800	4,335	716	121,681	4,134,301	4,581,394
Holland Hall School, Okla.	997	3,013,499	254,703	2,758,796	6,000	0	12,963	2,992,298	0	2,238	0	1,000	40	12,963	3,577,151	4,252,448
Hotchkiss School, Conn.	530	5,352,864	1,252,892	4,099,972	118,624	0	4,000,248	921,803	272,249	39,940	6,069	5,950	2,939	860,861	5,890,000	32,115,000
Howe Military School, Ind.	270	1,353,244	155,893	1,197,351	50,800	0	38,450	11,977	1,246,903	5,114	5,000	2,800	170	17,819	2,100,000	7,000,000
Kent School, Conn.	640	1,531,357	559,840	971,517	76,100	0	959,406	312,191	60,000	123,660	4,724	4,524	1,715	194,896	7,275,000	4,750,000
Kinkaid School, Tex.	1,218	4,080,796	787,410	3,293,386	65,129	0	236,359	2,736,077	43,231	0	3,200	3,200	168	211,931	5,035,027	6,835,967
Kiskiminetas Springs School	265	1,134,686	146,136	988,550	8,445	0	784,985	95,896	245,360	0	3,308	3,308	596	83,985	NA	0
Laurel School, Ohio	495	1,163,222	269,725	893,497	38,134	0	670,013	335,887	94,200	24,988	3,033	3,033	1,322	125,757	226,449	3,443,688
Lawrenceville School, N.J.	670	2,855,873	980,125	1,875,748	51,198	0	1,450,557	727,658	476,438	150,022	10,958	10,173	3,438	751,685	8,046,750	37,038,487
Loomis Chaffee School, Conn.	707	1,279,919	283,816	996,103	21,575	0	813,626	232,318	152,300	60,100	7,812	6,512	1,223	114,057	NA	9,649,400
Louisville Collegiate School, Ky.	480	1,435,004	65,672	1,369,332	1,214,570	0	81,397	139,037	0	0	825	825	133	23,836	1,403,794	2,039,362
Madeira School, Va.	336	1,868,858	454,465	1,414,393	0	0	1,527,281	259,147	82,430	0	4,935	3,653	1,679	301,851	3,359,960	4,117,680
McCallie School, Tenn.	650	1,708,087	530,811	1,177,276	163,184	0	945,021	142,826	457,056	0	5,300	4,700	1,557	276,384	3,793,659	3,139,000
Mercersburg Academy, Pa.	399	1,076,039	413,868	662,171	34,766	5,077	835,954	125,034	39,625	35,583	9,211	9,211	3,092	300,996	3,914,847	6,343,411
Millbrook School, N.Y.	177	1,096,891	386,119	710,772	14,471	0	198,476	522,798	305,680	55,466	1,405	1,340	639	99,089	1,586,538	1,495,950
Milton Academy, Mass.	889	2,642,015	656,304	1,985,711	46,420	0	1,364,990	761,405	469,200	0	5,454	4,943	2,151	321,527	7,303,450	16,531,000
Miss Porter's School, Conn.	308	2,151,854	610,536	1,541,318	36,557	0	1,277,155	532,505	301,325	4,312	4,680	4,175	2,263	387,113	NA	9,280,091
Montclair Kimberley Academy, N.J.	976	1,011,401	218,249	793,152	52,586	0	219,779	373,717	335,290	30,029	3,705	3,705	721	48,168	3,973,495	2,714,985
Northfield Mount Hermon School, Mass.	1,160	2,623,213	999,721	1,623,492	38,087	0	842,187	305,641	1,437,298	0	20,782	20,685	5,241	504,856	11,730,087	23,470,146
Phillips Academy-Andover, Mass.	1,208	4,869,277	1,366,616	3,502,661	195,009	0	3,240,850	576,646	804,272	52,500	21,606	17,422	6,665	867,004	NA	75,464,868
Phillips Exeter Academy, N.H.	992	8,458,854	1,428,410	7,030,444	133,118	0	5,042,955	1,012,074	2,270,707	0	17,334	15,721	6,757	998,314	12,369,854	49,931,049
Pomfret School, Conn.	294	1,101,772	245,491	856,281	11,435	0	753,567	151,946	155,712	29,112	2,744	2,364	833	97,731	2,788,700	4,377,062
Portsmouth Abbey School, R.I.	269	1,839,306	356,295	1,483,011	16,100	0	1,039,598	659,734	36,600	87,274	1,850	1,697	685	130,523	885,375	2,438,708
Punahou School, Hawaii	3,700	2,294,671	832,844	1,461,827	235,033	0	808,172	751,536	336,595	163,335	17,251	16,351	3,808	398,243	11,545,000	14,500,000
Regis High School, N.Y.	487	1,216,842	619,477	597,365	14,365	0	601,469	238,699	335,800	26,509	5,544	5,521	2,820	464,324	2,203,366	9,679,322
Roxbury Latin School, Mass.	264	1,099,165	227,281	871,884	5,324	0	816,872	124,993	138,000	13,976	1,871	1,871	737	99,354	1,319,981	7,806,000
St.George's School, R.I.	317	1,746,826	927,800	819,026	56,145	0	707,658	663,320	267,520	52,133	2,700	2,600	1,123	228,195	4,100,000	7,000,000
St. John's School, Tex.	1,055	1,481,506	430,191	1,051,315	67,540	0	154,639	718,172	459,140	82,015	1,596	1,596	587	69,017	4,591,200	3,869,000
St. Mark's School, Mass.	295	1,105,464	436,786	668,678	24,677	0	675,005	226,032	179,750	0	2,494	2,261	1,097	310,407	3,105,667	9,926,941
St. Mark's School of Texas, Tex.	738	2,357,982	711,598	1,646,384	34,766	0	692,060	897,317	733,739	100	1,779	1,579	874	130,808	3,981,004	8,022,705
St. Mary's Hall, Tex.	721	2,268,988	333,726	1,935,262	4,473	100	942,416	1,100,049	221,950	0	2,319	2,319	512	89,955	2,687,448	2,254,427
St. Paul's School, N.H.	499	1,865,557	929,044	936,513	126,056	484,754	811,854	220,351	207,289	15,253	6,520	5,557	2,548	443,206	8,754,151	53,840,890
St. Stephen's Episcopal School, Tex.	316	1,028,101	203,628	824,473	1,325	850	50,526	397,555	556,048	21,797	1,600	1,600	327	48,917	NA	639,807
St. Timothy's School, Md.	137	1,177,604	298,436	879,168	14,855	0	602,519	383,574	173,250	3,406	2,700	2,600	1,261	212,335	1,712,604	1,968,922
Salisbury School, Conn.	239	1,197,492	301,672	895,820	23,007	0	251,205	374,780	543,500	5,000	1,825	1,790	616	81,302	2,667,032	2,235,594
Sidwell Friends School, D.C.	1,004	1,198,578	357,865	840,713	29,606	0	119,792	708,839	140,950	199,391	3,000	0	0	0	5,026,999	933,238
Stony Brook School, N.Y.	363	1,169,727	307,302	862,425	850	12,527	272,651	577,531	289,565	16,603	2,086	2,086	754	86,675	2,689,429	1,912,905
Taft School, Conn.	527	3,601,454	802,728	2,798,726	5,213	0	2,029,734	710,007	856,500	0	5,193	4,975	2,422	534,482	3,807,538	11,654,195
Thacher School, Calif.	225	1,999,604	323,661	1,675,943	16,432	0	1,061,905	174,759	740,980	5,528	1,788	1,659	826	191,104	2,303,437	3,835,892
Town School for Boys, Calif.	396	1,005,001	71,124	933,877	4,175	0	106,587	718,514	175,725	0	1,200	1,185	124	8,324	1,355,331	1,152,774
University School, Ohio	780	1,709,345	757,357	951,988	86,354	0	947,150	418,352	257,489	0	4,013	3,895	1,583	309,474	3,935,328	3,400,000
Western Reserve Academy, Ohio	338	1,521,733	274,402	1,247,331	13,520	0	358,553	222,625	927,035	0	3,169	3,169	1,418	125,683	3,447,495	14,454,772
Westlake School, Calif.	682	1,329,793	174,176	1,155,617	850	0	23,078	1,103,865	202,000	0	2,040	2,040	294	20,578	NA	0
Westminster School, Conn.	334	1,700,290	284,778	1,415,512	51,761	0	606,536	425,443	616,550	0	2,346	2,053	619	98,421	1,264,690	3,594,205
Westminster Schools, Ga.	1,680	2,578,714	345,119	2,233,695	46,983	0	125,321	1,277,106	1,129,404	0	7,200	6,400	2,017	119,821	7,009,676	7,595,680
Westover School, Conn.	172	1,122,760	291,522	831,238	12,100	0	857,894	108,341	102,163	42,262	3,000	2,850	1,491	213,095	1,920,798	2,883,160
Westtown School, Penn.	600	1,087,267	289,422	797,845	42,816	9,862	484,293	376,496	173,800	0	6,144	5,027	1,846	120,550	3,500,000	7,000,000
Woodberry Forest School, Va.	364	2,930,623	536,460	2,394,163	50,770	0	1,680,266	435,162	764,425	0	4,927	3,938	1,852	265,824	3,281,081	12,333,972

Source: *1981-1982 Voluntary Support of Education*. Prepared by the Council for Financial Aid to Education and jointly sponsored by the Council for Advancement and Support of Education, and the National Association of Independent Schools.
NA Not available

TAX TROUBLES

In Texas, California, and Illinois, battles between governors and legislators over controversial proposals to raise taxes—in part to increase funding for education—have intensified as legislative sessions draw to a close.

See Pages 4 and 5.

MERIT PAY

As the national debate intensifies over the pros and cons of merit-pay and master-teacher plans, the new executive director of the National Education Association says the union is not opposed to the concept "in principle."

See Page 6.

BLEAK PROSPECTS

Despite a slight upturn in the nation's economy, the 2.8 million members of the Class of 1983 will find a job market far worse than any in more than 35 years, mainly because older unemployed workers are competing for the jobs.

See Page 8.

EDUCATION WEEK

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States Reassess Purposes of Education 'Mandates'

Focus Shifting From 'Add-on's' to Core Subjects

By Peggy Caldwell

Correspondent Don Sevener contributed to this report.

Several states, motivated by diverse factors as practical as fiscal problems and as philosophical as redefining schooling, have recently undertaken broad reassessments of their statutory and regulatory mandates in education.

Targeted for particularly close scrutiny are procedural mandates concerning such topics as administrative reporting, driver education, and consumer education, and state requirements that go beyond federal standards for special and bilingual education.

At the same time, however, the states are asserting greater authority over curricula and high-school graduation requirements and are stressing student achievement not only in the "basics," but also in the more broadly defined traditional liberal arts, science, and technology.

One indication of the trend is the intense interest evinced in Illinois's comprehensive study of its mandates. When Donald G. Gill, that state's superintendent of education, announced the study at a meeting last year of the Council of Chief State School Officers, the chiefs of at least 20 other states immediately requested more information. Mr. Gill plans to send the results of the study to all his counterparts. *(See related story on page 13.)*

"What I see in California and in other states is no net change in state regulation, but a redistribution of it," says Michael W. Kirst, a professor of education at Stanford University who has extensively studied educational governance. "They're increasing control over the locals vis-à-vis the curriculum and what generally I would call instructional policies, and decreasing administrative, procedural, and categorical requirements. It's less procedural and more oriented to content. They're saying: 'Teach this.' "

"It's very interesting and very profound," says Mr. Kirst, who is also a past president of the California State Board of Education. "The locals will end up with some increase in control overall."

The reasons for the gradual shift, according to Mr. Kirst and other observers, include stiffened entrance requirements for higher education, a perception that local districts are unwilling or unable to make needed curricular changes, a belief that many state mandates have been counterproductive or at best useless, and the "deregulatory climate" fostered both by the Reagan Administration and by private schools resisting state control. "When the states start deregulating private schools, it calls into question whether the state has an interest in minimal standards at all," says Martha M. McCarthy of Indiana University. "It's got to start the public-school people

Continued on Page 12

G.O.P. Strategy Said To Pit Parents Against Teacher Unions

Education Seen Emerging as 1984 Presidential Campaign Issue

By Eileen White

WASHINGTON—Education issues are shaping up as one of the most divisive topics of the 1984 Presidential election, as Republicans and Democrats take opposing positions on how to remedy the widespread school "mediocrity" cited by the report of the National Commission on Excellence in Education.

NEWS ANALYSIS

Democrats, as they did in the 1980 election, have responded to the report with calls for more federal aid to education. Candidates Walter Mondale, the former vice president, and Senator Gary Hart have proposed education-aid packages of $11 billion and $2 billion, respectively. Both candidates are said to be seeking the favor of the national teachers' unions, especially the National Education Association (N.E.A.), which figured prominently in the 1980 Democratic convention and led public-sector unions in political spending last year. The union has estimated that implementing the commission's recommendations would require a $14-billion additional investment by the federal government.

The Republican Party, however, is regarded as moving to broaden its base in 1984, maintaining its support for issues such as school prayer and tuition tax credits, but emphasizing "quality" in the schools—an issue designed to appeal to traditional concerns of parents about their children's futures.

The Administration's principal strategy, according to press reports and interviews with observers, involves dividing those who call for more federal involvement in education—the N.E.A. in particular—from parents, especially Catholics, Hispanics, and blue-collar workers, who are perceived as being concerned about "family" issues.

"You're not going to get any change un-

Continued on Page 15

JOE DI DIO

WIDE WORLD PHOTOS

Willard McGuire of the N.E.A. has sought a meeting with President Reagan.

E.D. May Recoup Funds 'Misspent' By the States

Supreme Court Rules Against N.J. and Pa.

By Alex Heard

WASHINGTON—The U. S. Supreme Court ruled last week that the Education Department has the right to recover $1.45 million in Title I funds allegedly misspent by the states of New Jersey and Pennsylvania prior to 1978.

The decision allows the federal government to recover monies misspent by any state under the Title I grant program, and will probably have applicability to other federal grant programs, according to Kenneth S. Geller, a deputy solicitor general. Mr. Geller argued the federal government's position before the Supreme Court.

The ruling also affects other states that are involved in similar disputes with the department. According to its attorneys, 30 audit reports are pending against 19 states (including New Jersey and Pennsylvania), involving $63.8 million in Title I claims.

Continued on Page 15

Arkansas's School Finance System Is Ruled Illegal

By Peggy Caldwell

Susan Walton and Correspondent Marianne Fulk in Little Rock contributed to this report.

The Arkansas Supreme Court last week struck down the state's system of financing public schools, saying the present scheme, by relying too heavily on local property taxes, discriminates against children who live in property-poor districts.

In a 6-to-1 decision that affirmed a 1981 ruling by Judge Harrell Simpson of the Pulaski County Chancery Court, the high court said the plan for distributing state aid exacerbates disparities between districts in per-pupil spending. Some of the state's 370 school systems spend barely $1,000 per pupil, while the wealthiest spend in excess of $3,000.

Continued on Page 17

IN SUMMARY

Heading for a Showdown
The California legislature and the governor begin negotiating over a controversial education reform and funding bill. **Story on Page 4.**

Cut Off at the Pass
Despite a vigorous campaign to raise teachers' salaries, the governor of Texas is turned down by the legislature. **Story on Page 4.**

Temporarily Sidetracked
The Illinois governor's proposal to raise income taxes and aid to education is held up in the state Senate. **Story on Page 5.**

Raising Standards in Virginia
Officials are moving to increase graduation requirements and to put college-bound students in a separate program. **Story on Page 5.**

Concern Over Immigration Bills
Hispanic leaders say new proposals to curb illegal immigration could hurt U. S.-born children of aliens. **Story on Page 9.**

Problems and Solutions
The director of a major study says there is no way to improve education without restructuring the schools. **Story on Page 9.**

Redefining Migrant Students
A new study by the Government Accounting Office will be used in the debate over who is eligible for federal aid. **Story on Page 10.**

A Controversial Move
The Federal Communications Commission reduces the number of over-the-air TV channels reserved for education. **Story on Page 10.**

New Task for the Education Department
A Senate panel has approved a plan to assess the extent of asbestos in schools and the cost of removing it. **Story on Page 10.**

Sending Signals to Washington
An American Indian organization says the Reagan Administration has weakened Indian-education programs. **Story on Page 11.**

Athletics Column 15
Commentary ..... 18 and 24
Databank 15
Deadlines 21
Events 20
Federal File 11
For the Record 11
Health Column 16
Hearings 10
Letters 19
Marketplace 23
Publishing Column 19
Teachers Column 17
Washington News 10

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

White House Rejects Tax-Benefit Bill For Computer Gifts

The Reagan Administration, which last year supported a bill to establish tax benefits for companies that donate computers to schools, last week told a Senate subcommittee that two of this year's versions are too expensive.

John Chapoton, assistant treasury secretary for tax policy, told the Senate Subcommittee on Taxation and Debt Management that bills proposed by Senators John C. Danforth, Republican of Missouri, and Lloyd Bentsen, Democrat of Texas, would cost "10 times more" than the bill the Administration backed last year.

The Administration has not taken a position on four bills pending in the House, including a measure proposed by Representative Fortney H. Stark, Democrat of California.

Mr. Stark's measure—known as the "Apple bill" after the manufacturer that first proposed it—passed overwhelmingly in the House last year but never came to a vote in the Senate. A staff member for the House Ways and Means Committee said the bill would cost $35 million to $40 million in lost tax revenues.

The official said Representative Stark would emphasize the results of a similar tax law in California in hearings later this summer or early next fall.

Prayer Amendment Delayed in Senate Following Dispute

A dispute among supporters of proposed constitutional amendments to restore prayer to public schools has for the second time in a month delayed action on the measures in a Senate Judiciary subcommittee.

At issue is the proper legislative "vehicle" for the amendment. The Reagan Administration, which sought the latest, two-week delay, favors a measure that would permit both silent and spoken prayers, led by teachers or students, in public schools. Senator Orrin G. Hatch, the Utah Republican who chairs the Subcommittee on the Constitution, has proposed a compromise measure that would permit only silent prayer or meditation.

The Senator's measure, however, is opposed by 21 groups that are the principal supporters of the school-prayer amendment.

At a May 26 session of the subcommittee, Senator Hatch complained that "some of our right-wing friends continue to badger and fight . . . because they can't get their most extreme approach on a lot of these issues."

The Administration, he added, "has to get its act in order."

Cincinnati Seeks High Court Review On Mainstreaming

The Cincinnati, Ohio, school district has asked the U. S. Supreme Court to define how far a school district must go in "mainstreaming" handicapped students in regular classrooms.

The school district is appealing a decision in which the U. S. Court of Appeals for the Sixth Circuit vacated a district court's ruling that the school district could place a handicapped student in a school for the mentally retarded rather than in regular classes. The Sixth Circuit sent the case back to the lower court, asking the court to determine whether the child could be served in a regular school or through a combination of services.

The appeals court maintained that the case differs from the Supreme Court's *Rowley* decision in that it involves the federal special-education law's requirement that handicapped students be educated with nonhandicapped students to the maximum extent possible. The *Rowley* case involved the question of whether a handicapped child's individualized education plan was "appropriate" and whether it was developed according to federally mandated procedures.

The National School Boards Association has filed a friend-of-the-court brief in support of the appeal by the school district in the case, *Cincinnati v. Roncker*.

Tenn. Governor Invited To Speak At A.F.T. Meeting

The American Federation of Teachers has invited Lamar Alexander, the Republican Governor of Tennessee, to discuss his controversial master-teacher proposal at the union's annual meeting in Los Angeles next month.

Gov. Alexander's proposal, which would pay better teachers higher salaries and link salary increases to proven ability, was sharply criticized by both the A.F.T. and the National Education Association when it was first announced earlier this year.

Aggressive lobbying by the N.E.A.'s Tennessee affiliate helped defer the state legislature's consideration of the plan for a year.

But last week, Mr. Shanker said of the Tennessee plan: "It is not picture perfect, but it does provide for peer evaluation, significant salary increases for a large percentage of teachers, and teacher input into curriculum development." A spokesman for the 580,000-member union said, "We will probably be able to work out our problems with the Alexander plan."

Mr. Shanker also said that the A.F.T.'s policymaking body has discussed the report of the National Commission on Excellence in Education with Education Secretary Terrel H. Bell and that the union's leadership concurs with many of the commission's recommendations.

Meanwhile, N.E.A. officials indicate that they may also be moderating the union's strong opposition to the master-teacher and merit-pay concepts. *(See interview on page 6.)*

STATES

New Chief Named In South Dakota

South Dakota will have a new state superintendent of elementary and secondary education effective July 1.

William Sundermeyer, the executive director of the South Dakota Education Association, will take over for James O. Hansen, who announced his resignation in early April. Mr. Hansen, who has held the state superintendency for the past four years, said he was stepping down for personal reasons.

Mr. Sundermeyer, whose nomination was recently approved by both the state board of education and Gov. William J. Janklow, has directed the state chapter of the National Education Association for the past five years. Previously, he served for two years as Uniserv manager for the Illinois Education Association.

"I look at this as the greatest challenge of my career," Mr. Sundermeyer said of his appointment. "I think that the general public now recognizes the crisis that we are facing in public education. If we can present a good case for change at this time, perhaps for the first time in history we can take our proper place in the arena with respect to funding and assistance at all levels of government."

Alabama High Court Finds No Liability In School Accident

The Alabama Supreme Court last month ruled against a parent's contention that a school district was liable for an injury his child received in a physical-education class.

In upholding last year's jury deci-

1983 Graduating Seniors Facing Dim Prospects for Employment

By Susan G. Foster

The job market for the 2.8 million members of the Class of 1983—of whom more than 1 million will be looking for full-time work—is expected to be far worse than any in more than 35 years, despite a slight upturn in the nation's ailing economy.

Further squeezed by prolonged and record-high unemployment among the nation's adult workers, this summer's job prospects will be "the bleakest" of all for the nation's high-school graduates, labor experts are predicting.

Those seasonal jobs that have traditionally been reserved for inexperienced workers of high-school and college age are now being earmarked in part for older unemployed workers who have been displaced by plant closings and the nation's economic slowdown.

As was the situation last year, federal and privately sponsored employment programs are being maintained on smaller budgets with an even greater emphasis on the involvement of the private sector.

However, most experts agree that business and industry will be unable to provide support on a scale large enough to counter an overall youth unemployment rate of 23.4 percent (49 percent for minority groups). Out-of-work young people constitute nearly a quarter of the nation's 11.3 million unemployed.

Although the Reagan Administration has approved a new tax incentive for employers who hire disadvantaged youths for the summer, few employers are likely to participate, some experts say, because it has been poorly marketed.

The Bureau of Labor Statistics estimates that 26.6 million youths between the ages of 16 and 24 will be either working or looking for work this summer, a decline of 800,000 below last year's level.

But despite the overall decline in the size of the youth population, the number of young people looking for work will far exceed the number of available jobs, agrees Michael Brown of the U. S. Conference of Mayors.

"There will be more jobs created," Mr. Brown said. "But even so, the gap is still enormous. We've had an unemployment rate of over 10 percent for much of this year."

A survey of 40 cities conducted by the U.S. Conference of Mayors found that many expect an increase in the number of full- and part-time jobs available for teen-agers. But, they also anticipate some problems this summer because of high youth-unemployment rates and inadequate program funding.

Increased Drop-Out Rates

Last year, according to the survey, the city officials reported increased school-drop-out rates and incidences of vandalism, which they attributed to the lack of summer programs to serve youths. In Detroit, the survey noted, about 40,000 youths were without summer jobs last year, and the same number are likely to be unemployed this year.

This year, the U. S. Conference of Mayors found that 37 percent of the city officials responding to the survey anticipate an increase in private-sector jobs; 50 percent said that about the same number as last year will be available; and 13 percent expect that fewer youths will be hired by business.

"Every city will say that the private sector pitched in and helped [last year]," according to Mr. Brown. "I don't think there's any city that doesn't have involvement of the private sector. The question is on what scale and does it make a difference."

"So many [businesses] have laid off workers, and they have so many laid-off workers waiting to return, that they have not been able to create jobs for youth," Mr. Brown explained.

Laurie Strumpf, assistant director of the National Association of Private Industry Councils agrees that the employment problems for youth this summer will be abetted by high unemployment among adults. "On a whole, what we're battling is that we're still in a bad economy," she said.

"You have young people being pitted against adults, and the problem is that businesses can't afford to hire anyone," Ms. Strumpf said.

Despite the economy, according to Ms. Strumpf, "there's more involvement [by the private sector] this summer than in a long time."

Among the cities surveyed that expect an increase in private-sector jobs this summer, the optimism is largely due to the Targeted Jobs Tax Credit, which was enacted by the Congress last year. Under that law, employers who hire eligible youths during the summer months will be allowed to deduct up to 85 percent of each $3,000 they pay in wages, according to Alan Lafferman, staff associate for the Interstate Conference of Employment Securities Agencies Inc., which represents employment-services agencies in the 50 states, Puerto Rico, the Virgin Islands, and the District of Columbia.

But efforts to promote the program among the nation's small and medium-sized businesses have been hampered because of insufficient funding, Mr. Lafferman said, adding that "in the few states we've been able to reach, there has been terrific response."

To generate increased summer-employment opportunities for youth, the National Alliance of Business (N.A.B.) has been encouraging executives in business and industry to create jobs. The organization's efforts are in addition to this year's $783-million allocation for the summer youth-employment program under the Comprehensive Employment and Training Act.

In some cities that started their first private-sector campaign with modest goals last year, according to Jane Herzog, N.A.B.'s director of program assistance, the results surpassed all expectations. And with the tax incentive, she contended, there will be even more jobs available. "It's a substantial savings and we feel it will be tremendously significant."

But she acknowledged that there would be problems finding jobs for youths "as long as we must deal with the displaced worker."

"The general impression most people have of the last recession has been adult-oriented," said Andrew M. Sum, director of the Center for Labor Market Studies at Northeastern University.

58 Percent Job Loss

But since the recession, he pointed out, about 96 percent of the net loss in jobs has been absorbed by young people. And about 58 percent of the job loss has been among teenagers specifically, he noted.

The number of teen-agers in the armed services, which in the past have recruited heavily among young people, has also declined, according to Mr. Sum. In 1981, there were 308,000 teen-agers in the military, and now, he explained, the number has fallen by about 10 percent to 276,000.

"The effect of the economy's slow growth has really been devastating," Mr. Sum asserted. "We're finding that there are more than a million young people out of the labor force who want jobs but don't believe they can get one."

Those discouraged young people, according to Mr. Sum, are not even represented in the unemployment rate. He contends there has been "a huge" withdrawal of young people from the labor force.

In fact, he said, more than one million young people who were expected by labor experts several years ago to enter the work force are simply missing from it today. "We thought there would be a participation rate of more than 60 percent," he said, but the proportion of young people employed or looking for work is now about 53 percent.

"The sad thing is that the Congress, which is normally sensitive to youth-employment problems, has not acted to improve funding," Mr. Sum said. In general, he said, little attention has been given to the severity of youth unemployment.

Although the economy is slowly taking an upward turn, the improvement will not necessarily alleviate youth unemployment, noted Ms. Herzog of the N.A.B.

And because young people's lack of skills and experience create additional barriers to their employment, she said, "we will have to look for institutional rather than economic solutions."

School Enrollment and Labor Force Status of 1982 High-School Graduates And 1981-82 High-School Dropouts

16 to 24 Years Old, By Sex and Race, October 1982
(Numbers in Thousands)

Characteristics	Civilian Noninstitutional Population	Civilian Labor Force				
		Number	Participation Rate	Employed	Unemployed Number	Unemployed Percent
Total, 1982 High-School Graduates	**3,100**	**1,952**	**63.0**	1,512	**440**	**22.5**
Men	1,508	976	64.7	769	207	21.2
Women	1,592	976	61.3	743	233	23.9
White	2,644	1,708	64.5	1,383	325	19.0
Black	384	211	54.9	99	112	53.0
Hispanic	174	99	57.0	65	34	34.3
Enrolled in College	**1,568**	**695**	**44.3**	586	**109**	**15.7**
Men	739	316	42.8	270	46	14.6
Women	829	379	45.7	316	63	16.6
Full-Time Students	1,419	577	40.6	483	94	16.3
Part-Time Students	149	118	79.2	103	15	12.7
White	1,376	635	46.1	540	95	15.0
Black	140	42	30.0	28	14	[2]
Hispanic	75	25	33.3	22	3	[2]
Not Enrolled in College	**1,532**	**1,257**	**82.0**	926	**331**	**26.3**
Men	769	660	[illegible]	499	161	24.4
Women	763	597	78.2	427	170	28.5
White	1,268	1,073	84.6	843	230	21.4
Black	244	169	69.3	71	98	58.0
Hispanic	99	74	74.7	43	31	[2]
Total, 1981-82 High-School Dropouts[1]	**668**	**421**	**63.0**	246	**175**	**41.6**
Men	355	272	76.6	154	118	43.4
Women	313	149	47.6	92	57	38.3
Single	216	109	50.5	67	42	38.5
Other Marital Status	96	40	41.7	25	15	[2]
White	513	344	67.1	220	124	36.0
Black	135	70	51.9	20	50	[2]
Hispanic	73	45	[2]	26	19	[2]

[1] Persons who dropped out of school between October 1981 and October 1982. In addition, 59,000 persons 14 and 15 years old dropped out of school during this period.

[2] Data not shown where base is less than 75,000.

Note: Detail for the above race groups will not equal totals because data for the "Other Races" group are not presented and Hispanics are included in both the white and black population groups. Because of rounding, sums of individual items may not equal totals.

Source: Bureau of Labor Statistics

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Education Emerging as Presidential Campaign Issue

Continued from Page 1

less you get people stirred up whose kids are in school," said one Republican Senate aide.

President Reagan's latest move involves the issue of merit pay for teachers, a notion N.E.A. has strongly opposed. During an address at Seton Hall University in May, Mr. Reagan said that "teachers should be paid and promoted on the basis of their merit and competence."

"Rewarding excellence," he added, is "opposed by some of the heaviest hitters in the national education lobby."

The President also wrote to the N.E.A. president, Willard H. McGuire, expressing "surprise" that the N.E.A. had accused Mr. Reagan of mounting a " 'disgraceful assault on the teaching profession.' "

"Until N.E.A. supports badly needed reforms in salary, promotion, and tenure policies, the improvements we so desperately need will only be delayed," the letter said.

The May 26 letter also said Mr. Reagan was "heartened" by the master-teacher proposal developed by the Governor of Tennessee and "disappointed" at the N.E.A.'s "vigorous opposition" to the plan, which a state Senate committee rejected.

The N.E.A.'s allegation was "blatant hyperbole of the first rank," said Gary L. Jones, undersecretary of education.

The union official responded by accusing Mr. Reagan of "ignor[ing] many of the commission's findings and add[ing] concepts the Commission never addressed." He also asked to meet with the President.

"They're going to try to paint the N.E.A. into a corner," said one observer. "They want it to appear that the President is for parents, for children, for education, and the N.E.A. is just a union, for itself."

An N.E.A. staff member responded, "Making education a national issue—that's what the N.E.A. has always wanted." The staff member asked not to be identified.

Since the excellence commission's report was issued in late April, President Reagan has repeatedly stated his concern for improving the schools, even as he has reasserted support for tax credits, vouchers, and school prayer. Mr. Reagan has also sought to downplay his initial stance against federal funding of education, asserting to a group of high-school valedictorians recently that "there haven't been cutbacks in funding for public education." *(See Education Week, June 1, 1983.)*

But his public statements in support of improving education actually began in his January State of the Union Message, when he called on "parents, teachers, grassroots groups, organized labor, and the business community" to "revitalize American education by setting a standard of excellence."

And the Administration, which had asserted in a policy paper in August 1981 that "the federal government does not have responsibility for education," has moderated that stance considerably. In the fiscal 1983 budget proposed by the budget office, education programs were slated to be cut from about $14 billion to $8.3 billion. For 1984, the Administration raised the recommended figure to $13.2 billion.

The federal government, Mr. Reagan said in the Seton Hall speech, can "help set the national agenda for excellence in education."

As part of Mr. Reagan's new posture regarding education, he will appear at "some" of the 20 regional meetings scheduled around the country in the next few months, at which the excellence commission's report will be discussed, according to sources.

"The political climate is such that the White House cannot be anti-education," said August W. Steinhilber, associate executive director of the National School Boards Association. "They watched their science-education bill be increased to $425 million instead of $50 million; they watched the Senate vote an additional $1 billion for education. At the same time, they're watching the Democratic party play marvelously off education." Mr. Steinhilber also observed that the strategy "is designed to appeal to school-board members. There's a definite attempt to have a pro-public-education posture."

Edward Anthony, director of the office for educational assistance of the U. S. Catholic Conference, said the strategy was likely also to "make some points with Catholic educators."

Catholic parents and educators have favored tuition tax credits and restoring prayer in public schools, but they also support federal aid to education, especially for the Chapter 1 program for disadvantaged children, Mr. Anthony said.

The Administration's efforts to shift the focus of the debate over school quality from the federal government to local schools is likely to be assisted by investigative hearings planned for later this year by the Senate Labor and Human Resources Committee.

Congressional education committees generally oversee the implementation of federal programs in the schools; they seldom exercise their right to investigate local schools' practices.

The Senate committee, however, intends to examine some common school practices. Included among the topics, according to a committee aide, are: the impact of collective-bargaining agreements on school curriculum, the impact of states' legislative mandates, and the extent of public participation in education.

The investigation, according to the staff member, is likely to "point up that the problem is not federal money, the problems are really state and local ones."

DATABANK

1980-81 Graduates of Public High Schools
(Ranked by State as a Percentage of
Grade Enrollment Four Years Earlier)

State	1980-81 graduates	9th grade enrollment 4 years earlier	Graduates as a percent of 9th grade enrollment
Total 50 states and D.C.	**2,724,564**	**3,779,486**	**72.1**
Minnesota	63,247	73,509	86.0
North Dakota	9,924	11,687	84.9
Iowa	42,635	50,297	84.8
South Dakota	10,385	12,549	82.8
Wisconsin	67,743	82,264	82.3
Nebraska	21,411	26,325	81.3
Montana	11,634	14,384	80.9
Kansas	29,397	36,510	80.5
Utah	19,886	24,800	80.2
Wyoming	6,161	7,706	80.0
Hawaii	11,472	14,415	79.6
Pennsylvania	144,645	183,933	78.6
Ohio	143,503	182,955	78.4
New Hampshire	11,552	14,989	77.1
Oklahoma	38,875	50,542	76.9
Idaho	12,679	16,509	76.8
Massachusetts	74,831	97,423	76.8
Nevada	9,069	11,808	76.8
New Jersey	93,168	121,501	76.7
Colorado	35,869	46,902	76.5
Vermont	6,424	8,510	75.5
Indiana	73,381	97,440	75.3
Washington	[1]50,046	66,469	75.3
Maryland	54,050	72,046	75.0
Arkansas	29,577	39,563	74.8
Missouri	60,359	81,548	74.0
West Virginia	23,580	31,849	74.0
Virginia	67,126	91,623	73.3
Illinois	136,795	186,984	73.2
Rhode Island	10,719	14,715	72.8
Delaware	7,349	10,111	72.7
Michigan	124,372	171,649	72.5
New Mexico	17,934	24,947	71.9
Maine	15,554	21,795	71.4
Connecticut	38,369	53,970	71.1
Oregon	28,629	40,744	70.3
Arizona	28,416	41,153	69.0
South Carolina	38,338	55,731	68.8
Texas	171,665	249,397	68.8
Alaska	5,343	7,779	68.7
California	242,172	356,094	68.0
Kentucky	41,714	62,003	67.3
Alabama	44,894	66,899	67.1
North Carolina	69,601	103,751	67.1
Tennessee	50,758	76,133	66.7
New York	198,4[illegible]6	301,129	65.9
Georgia	62,963	97,936	64.3
Florida	88,755	139,272	63.7
Louisiana	46,199	72,900	63.4
Mississippi	28,083	45,452	61.8
District of Columbia	4,848	8,886	54.6

[1] Estimated by NCES

Source: National Center for Education Statistics

High Court Rules in Title I Case

Continued from Page 1

At issue in the case, *Bell* v. *New Jersey and Pennsylvania*, was the authority of the department to recover funds paid to states that were determined, through audits, to have "misapplied" them under the terms of Title I of the Elementary and Secondary Education Act of 1965 (E.S.E.A.). (Title I was renamed Chapter 1 in the Education Consolidation and Improvement Act of 1981.)

In a unanimous decision written by Associate Justice Sandra Day O'Connor, the Court reversed a 1981 decision by the U. S. Court of Appeals for the Third Circuit, which said the improper expenditures occurred before the federal government had explicit statutory power to recover them under the General Education Provisions Act of 1978 (G.E.P.A.).

(The U. S. Court of Appeals for the Fourth Circuit reached the opposite conclusion in a case involving West Virginia. The court ordered the state to return to the federal government $125,000 of a 1975 Title I grant.)

In 1980, the department had ordered the two states to return Title I funds based on earlier audits showing that between 1967 and 1973 the states had spent their allocations on some schools that did not qualify for the aid.

Both states took the position that the department could deny future funds but could not apply the 1978 amendments retroactively to force the states to repay funds already spent.

The Court rejected this argument. ". . . [I]t is hardly likely that Congress intended disadvantaged children to suffer twice: once when the State misspent the funds and once when the State cancels an otherwise eligible program because of the Secretary's refusal to fund it," Justice O'Connor wrote in a footnote.

The Education Department said the 1978 amendments were retroactive; but the Court did not address that issue, ruling instead that the department's authority to recover the misspent funds existed already in the provisions of section 207(a)(1) of E.S.E.A. and section 415 of G.E.P.A.

These sections required the federal government to take into account or make adjustments for any overpayment or underpayment in previous grants.

The Court also rejected New Jersey's argument that imposing liability for misused funds interferes with state sovereignty and violates the 10th Amendment.

"Requiring states to honor the obligations voluntarily assumed as a condition of federal funding before recognizing their ownership of funds simply does not intrude on their sovereignty," the opinion states.

The case will now go back to the Third Circuit for a hearing on the issue of whether the states actually misspent the Title I funds.

ATHLETICS

Faced with a severe shortage of high-school athletic coaches, New Jersey education officials are considering a proposal to relax the state's hiring procedures.

Carl I. Johnson, the manager of the state's certification program, said officials have not ascertained the extent of the problem but they know it is a recurring concern to local administrators. One district has 44 coaching vacancies, he noted.

Last week, the state board of education considered a proposal that would allow districts to recruit coaches from throughout the state. Under current regulations, districts must recruit in their area before expanding the search.

The changes would also allow districts to hire coaches who have only substitute teaching certification if they fail to find a qualified coach with full certification.

Increases in the average age of teaching staffs and in the number of after-school activities are responsible for the shortage, said Mr. Johnson.

Officials for the National Federation of State High School Associations said they did not have any statistics to indicate whether there is a shortage nationwide.

□

Scholastic coaches are confident about their ability to cope with the situations that often lead to malpractice suits, but they are uneasy about their ability to deal with litigation.

That is the tentative conclusion of a survey of high-school athletic directors and coaches in Arkansas and Texas conducted by James Boyd, the chairman of the education department at Tarlton State University in Stephenville, Tex.

Mr. Boyd said the survey's results, which will be included in a book about coaches and legal issues, also indicate that schools must pay greater attention to the hiring of trainers, the licensing of coaches, and measures to prevent accidents.

The coaches' confidence in their training and coaching practices may not be well founded, Mr. Boyd said. Many football coaches were satisfied with their training even though methods of tackling were not adequately covered, he said. "[Training] has to be more than running," he said.

Some 286 athletic directors and coaches responded to the survey. Most of the respondents were athletic directors, who surveyed their coaches' procedures and sent results to Mr. Boyd.

□

The West Virginia Board of Education will vote this week on a proposed rule that would strictly limit the way high-school players and coaches train during the off-season.

Under the rule—which was defeated last year—coaches would not be allowed to supervise summer sports programs in which a majority of their players took part. The coaches would also be prohibited from requiring their players to take part in off-season activities.

The rule, which has been approved by the Secondary School Activities Commission, states that "student specialization is not a goal" of interscholastic sports. —C.E.

R4800-2

SETTING TRENDS

The California and Florida legislatures have enacted sweeping education-reform bills that include merit-pay plans for teachers, more money for schools, and stiffer requirements for students. And Illinois has adopted a record tax increase that will bolster aid to education.

See Page 7.

A SPECIAL REPORT

We are sending you this copy of *Education Week* because we believe you will find the 64-page report it contains on mathematics and science education of interest. It includes articles on teachers, students, and curricula; on private schools and colleges; on computers; and on foreign competition. And it features a survey of initiatives in all 50 states and the viewpoints of a panel of experts in the field.

Begins Opposite Page 8.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 39 · July 27, 1983 *© 1983 Editorial Projects in Education*

Federal, State Partnership Role Called Strong

Report to Congress Cites 'Robust' System

By Peggy Caldwell

Federal involvement in education has helped strengthen the policymaking capacity of state education agencies and has not been as severe an administrative burden on the states as is commonly believed, according to a report presented last month to the House Budget Committee's Task Force on Education and Employment.

The study, prepared by the Educational Testing Service (E.T.S.) under contract to the U. S. Education Department's School Finance Project, found state-federal relations concerning education programs to be "robust, diverse, and interdependent" in the eight states studied in 1981-82. And tensions between state and federal agencies are restricted to a few specific programs' requirements, according to the report, entitled "The Interaction of Federal and Related State Education Programs."

"We did not see states passively administering federal education programs, nor did we see states reluctant to tackle educational agendas of their own—some of which reflected federal objectives, and others of which did not," the E.T.S. researchers wrote in an executive summary of the study.

But the state agencies remained heavily dependent on federal funds for agency operations, the study found, and most federal objectives would not find broad political support in the states if the federal role in financing instructional programs and protecting special-needs students were greatly diminished.

In presenting the findings to the Congressional task force, Mary T. Moore, an E.T.S. research scientist who acted as project director, said that the federal government can play a significant role in educational improvement "by setting national agendas for both state and local action and by providing federal dollars for educational improvement to ease strained state budgets."

"I frankly am surprised with the finding of this report and [a similar report prepared by S.R.I. International, a research firm]," said Representative Pat Williams, Democrat of Montana. "They indicate that both the federal government and the states have had a powerful role in deciding the direction of education policy and that the federal role has not been inappropriate and in fact has

Continued on Page 12

Shift to Private Schools Predicted With Tax Credit

Study Finds Interest High Among Blacks, Hispanics

By Eileen White

WASHINGTON—About 5 percent of the students currently attending public schools would be likely to transfer to private schools if a tuition tax credit of $250 were available, according to a Congressionally mandated study of private schools.

The study also found that black, Hispanic, and low-income students, students whose parents attained low levels of education, and urban residents were most likely to make the change.

For story on U.S. Supreme Court's tax-deduction decision, see page 9.

And it concluded that private-school tuition cost was the principal deterrent to parents who had considered switching from public to private schools.

The report, "Private Elementary and Secondary Education," is the second part of a four-volume study known as the School Finance Project, which was mandated by the Congress in 1978 and conducted by the National Institute of Education.

Its findings are considered likely to contribute to the debate over tuition tax credits because they represent the first attempt by a research organization to estimate the effects of tuition tax credits through the use of a telephone survey and realistic cost and supply data, according to researchers familiar with the study.

The 1982 Gallup Poll on education reported that 45 percent of public-school parents would switch to private schools, but those responses were based on the assumption that students could attend private schools tuition-free. Other researchers have estimated that up to 16 percent of public-school students would transfer to private schools; their findings, however, were based on empirical evidence of private-school demand without consideration of the supply of places in private schools.

The school-finance report was completed in time for its scheduled presentation to the Congress in March. But the Reagan Administration ordered it revised, and a new version, completed early in June, has not been released. A copy of this later version was obtained by *Education Week*.

The Administration, according to informed sources, ordered the researchers to delete those portions of the report that estimated the cost of tuition tax credits to the federal treasury and the impact on the public schools of the loss of millions of students.

That information was deleted, although the law that established the study, the Education Amendments of 1978, specified that the study was to conduct "an analysis of current and future federal assistance for nonpublic elementary and secondary education, including . . . the impact of private schools on public-school enrollments and financial support."

Two Congressional education leaders wrote to the Secretary of Education early this month seeking copies of the study. According to aides to the legislators—Representative Carl D. Perkins, Democrat of Kentucky, and Senator Robert T. Stafford, Republican of Vermont—they have not received replies.

Education Department sources said that the Administration was reluctant to release even the revised version of the report because, although its findings appear to support President Reagan's statement that tuition tax credits would "help low- and middle-income families afford the schools of their choice," they also show the Administration's estimate of the cost of tuition tax

Continued on Page 14

'It May Be a Blessing in Disguise'

Reagan's Merit-Pay Advocacy Catches N.E.A. Off Guard

By Thomas Toch

President Reagan's campaign on behalf of merit pay, now more than eight weeks old, has thrown the leadership of the National Education Association (N.E.A.) off balance and has provoked a debate within the organization over the issue, recent events and interviews with union officials suggest.

The internal debate has serious implications for the organization, several of its leaders say, because any changes in the way teachers are rewarded would inevitably affect how instruction is delivered, how schools are organized, and what role teachers' unions play in such areas as collective bargaining.

NEWS ANALYSIS

"Talk of master teachers and differentiated staffing implies a good, hard look at the traditional single-teacher, single-class concept," said one official. "That's a pretty big bullet to bite, and some in the N.E.A. don't want to do it."

Futrell

Cameron

But other N.E.A. staff members, while describing themselves as "infuriated" over what they see as the President's "purely partisan" interest in education issues, also say Mr. Reagan's promotion of merit pay and his assault on the N.E.A. may be "a blessing in disguise." *(See related story on page 9.)*

It is causing the union, they say, to turn its attention back to professional issues after a number of years of focusing on broader national and international public-policy concerns under the leadership of Terry Herndon. Mr. Herndon resigned as executive director on June 1.

"There wasn't going to be much [education] reform under Herndon," one official said.

One indication that Mr. Reagan's merit-pay offensive caught the 1.6-million-member union off guard is the inconsistancy of its early public statements on the issue.

Shortly before Mr. Reagan's first reference to the issue in a commencement address at Seton Hall University on May 21, Mr. Herndon said the union would fight the master-teacher plan proposed by Gov. Lamar Alexander in Tennessee and similar plans introduced "anywhere" else. About two weeks later, his successor, Don Cameron, said the union was not opposed in principle to the idea of paying better teachers higher salaries, the central premise of the Tennessee plan.

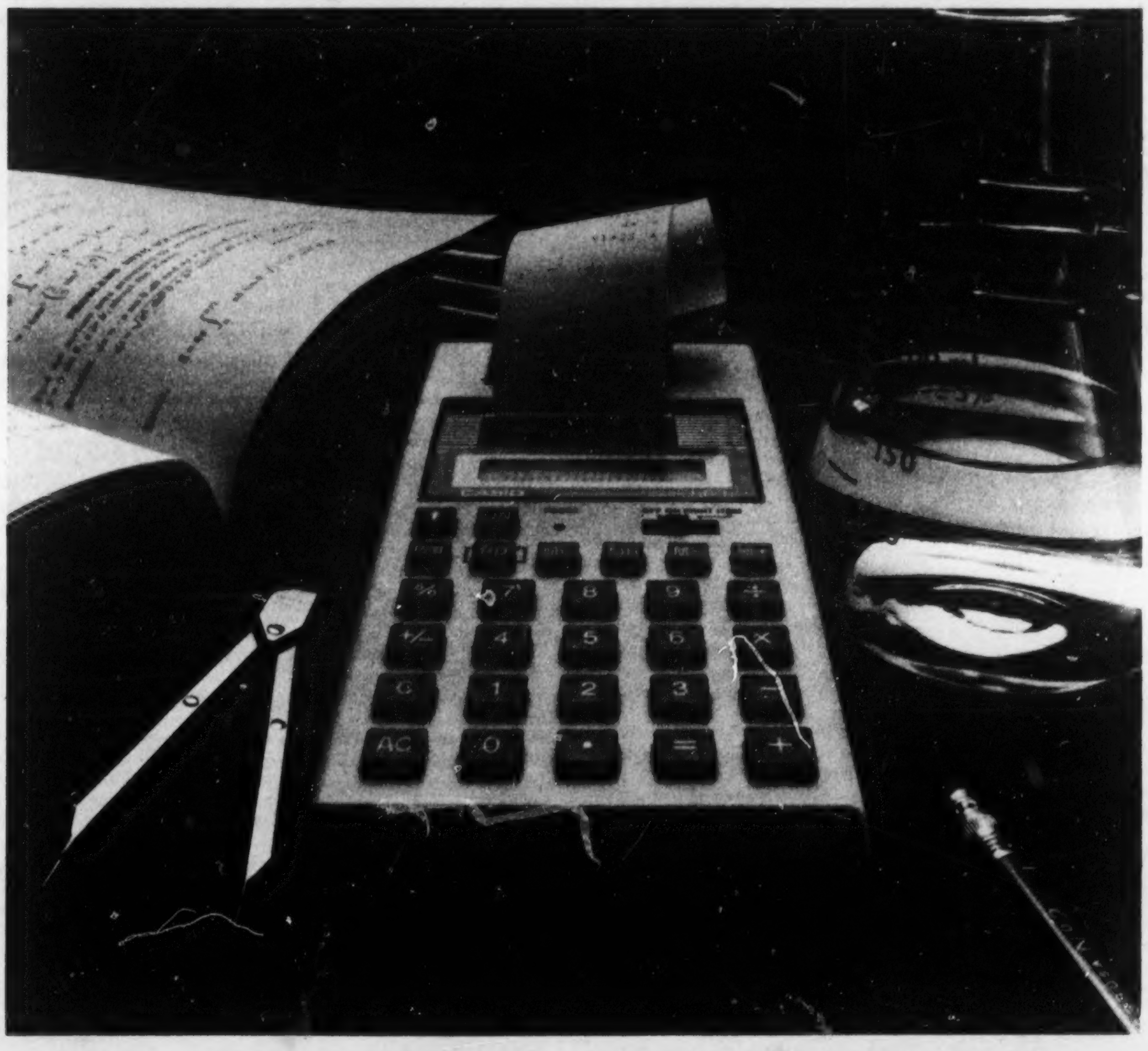
Simultaneously, the organization's president, Willard McGuire, was echoing Mr. Herndon's opposition to the idea of linking pay to performance in numerous newspa-

Continued on Page 13

AN EDUCATION WEEK SPECIAL REPORT

MATHEMATICS AND SCIENCE EDUCATION:

PROBLEMS AND PROSPECTS



INSIDE:

The Problem 2 ■ Losing the Students 4 ■ Bridging the Gender Gap 4 ■ International Comparisons 7 ■ Viewpoints on the Problem 8 ■ A Profile of Teachers 10 ■ A Shortage of Teachers 11 ■ Retraining and Renewing Teachers 12 ■ Viewpoints on Teaching 14 ■ The Evolving Science Curriculum 16 ■ The Mathematics Curriculum 18 ■ The Role of Computers 19 ■ Training the Workforce 20 ■ Viewpoints on Curriculum 21 ■ Private Schools 22 ■ Colleges 24 ■ A Survey of State Initiatives 25 ■ Federal Initiatives 38 ■ Formulating Policy 38 ■ Viewpoints on Policymaking 41 ■ Studies 43 ■ Models 45 ■ Readings 52 ■ Viewpoints on Progress 64

'White-Knuckling It' Up Through the

Researchers Explore How Eager Children Become Science-Math 'Dropouts'

By Peggy Caldwell

Nearly half of the adolescent students surveyed by the National Assessment of Educational Progress say they often read science articles in magazines and newspapers, watch science-related television programs, or do science projects that are not required for school.

Yet between 1969 and 1981, the percentage of high-school students taking most elective upper-level science courses declined perceptibly.

Nearly half of the nine-year-olds sampled by the national assessment listed mathematics as their favorite subject.

Yet, among high-school students, mathematics is considerably lower in popularity; both voluntary enrollment and achievement in the subject have declined.

Minority-group students, surveys indicate, have very positive attitudes toward science. Yet, with the exception of Asian Americans and Pacific Islanders, they are greatly underrepresented in upper-level mathematics and science courses and the careers to which those courses lead.

In the elementary grades, girls perform better than boys on many mathematical tasks. Yet despite their generally superior reading ability, girls tend to do worse on "word problems." By high school, both their attitudes and their performance are worse than those of boys—and by college, the differences are dramatic.

Researchers and practitioners have become increasingly concerned with what they call "math and science dropouts," and are exploring when and why such turnabouts occur.

From experience and field work, many researchers and educators have concluded that, all too often, students come to view mathematics and science as abstract, difficult, boring, and of questionable social value. Schools, they say, often employ methods and materials that discourage low achievers, girls, and minority-group students. In addition, colleges and, consequently, elementary and secondary schools have contributed to the decline by downplaying the importance of rigorous academic courses.

Young children like mathematics "because it's cut and dried; there is a right answer, and there's a lot of satisfaction in that," observes Victoria L. Chapman, editorial director of mathematics magazines for Scholastic Inc.

But, more than other subjects, mathematics and science become increasingly abstract and require orderly thinking and independence. "I think it follows this whole pattern of less self-discipline," says Marjorie Steinkamp, a science-education researcher at the University of Illinois. "When it comes to math and science, self-discipline is essential, and I think kids know that. Many young people are turned off to the 18- and 20- hour days that they see scientists as putting in."

The high-school curriculum itself may be another turn-off: "In 9th-grade algebra, you encountered these equations and binomials, and you could see no reason as to what it was all about," notes Lola J. May, elementary mathematics consultant for the public schools in Winnetka, Ill. "You had to keep all the numbers and letters straight, and there were these exponents flying around. For people who couldn't grasp abstractions easily, a chapter a week was just impossible. You were white-knuckling it."

MEANINGS VS. 'BASICS'

One of the ironies, educators say, is that application of mathematical and scientific principles—the very thing that makes the subjects more exciting and palatable—is one of American students' greatest weaknesses.

"The classic complaint is that kids know *how* to compute, but they don't know *when*," says Ms. Chapman of Scholastic Inc.

Ms. Chapman and others trace the problem to about 4th grade, when most schools expect students to consolidate and begin applying the reading and arithmetic skills they have learned so far. But the "back-to-basics" movement, with its emphasis on measurable skills such as decoding words—sometimes at the expense of understanding entire passages—has left many students poorly prepared for applied arithmetic and science.

Elizabeth Fennema, a well-known researcher in mathematics education at the University of Wisconsin, alludes to the "density" of word problems—"every word has an important meaning"—and suggests that even children who perform well in their reading classes may not have the powers of concentration and inference required to understand them.

"I think it's a thinking problem," Ms. Chapman says. "When you and I read, we are reading as literate people, making judgments as we go. Many youngsters, when they read, just call out the words and they read without thought. Similarly, with arithmetic, they rotely, routinely do the problem if it's set up for them.

"But the whole notion of wrinkling the brow and ferreting out meaning is a foreign notion to these kids. The idea that you read and figure out, that you read and pull out information, is foreign to them. I don't know why it happens this way. I do know that time and again you can walk into a classroom and find kids doing without thinking. American kids just are not doing a lot of thinking, ferreting out, studying, working at material."

For students now in high school, who attended elementary school before the "back-to-basics" thrust, the problem is slightly different, says Ms. May. "A lot of them went to 'open-classroom' elementary schools with individualized instruction. That produced a lot of children who didn't really know how to settle down and work when they really had to. We're now looking more at certain fundamentals, saying that these are things you have to learn."

TURNING AWAY FROM SPUTNIK

In what many observers believe was an overreaction to the post-Sputnik era—or a belief that the reforms of that period would solve the problems permanently—schools and society at large throughout the late 1960's and much of the 1970's placed a lower premium on scientific and mathematical attainment.

According to the National Center for Education Statistics, the national mean graduation requirement in mathematics is 1.7 years of high-school study, in science, 1.6 years. Available figures indicate that many students do the minimum. In 1980, according to "Public and Private Schools," the study by James S. Coleman and colleagues based on data from *High School and Beyond*, public-school seniors on average completed 2 years of mathematics and 1.7 years of science, private-school seniors about 2.4 years of mathematics and 2 years of science.

"In the last 10 years, no one has said, 'Hey, this is important,' " says Ms. Chapman. "Then the climate was, go to basics—computation and survival math, if you will. Now people are interested not so much in competency but in achievement, high

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A 'Damning Set of Data': Subtle

Making mathematics and science seem useful may be a particularly important factor in addressing the underrepresentation and relatively lower achievement of female and minority-group students, some researchers believe.

In general, girls score lower than boys, and most minority groups score lower than whites, on "higher-level" problems that require students to figure out how to manipulate data, rather than to simply perform a computation or memorize a formula.

When the results are adjusted to account for the greater number of courses boys take, some researchers say, the gender-based differences in achievement become minuscule. But they remain concerned that the achievement gap and the different experiences they have in school will inhibit girls' and minorities' ability to compete in a technology-based economy.

And while some researchers are examining possible physiological causes, such as brain organization and spatial perception, others contend that physiological factors are either minor or irrelevant; they are focusing instead on what schools can do to counteract societal pressures that contribute to differences based on race and gender.

"We're trying to find out just what it is that attracts students," says Cora B. Marrett, a University of Wisconsin sociologist who is studying achievement and attitudes among minority-group girls. "One of the things that is taking place is precisely the absence of role models. Students may have done well enough in the courses, but it never occurs to them to make it a career.

"Beyond that," she adds, "it's important that they have a sense that the people in those fields are making social contributions and [that] teachers make clear the uses of mathematics or science. The greater sense the students get that these are fields that are meaningful and not just a career, the more likely they are to go on with it."

Ms. Marrett recalled one college student, an exceptionally gifted mathematician, who chose to go into economics because, as he explained it, "economics has some meaning and mathematics is so abstract."

"He didn't like the idea of sheer competitiveness, didn't like the idea of doing the work just for the sake of doing the work," Ms. Marrett says. "I think that's very common, particularly with minority students."

DIFFERENTIAL TREATMENT

A growing body of research suggests that teachers and other school personnel treat girls and minority students differently from white male students with regard to science and mathematics.

For example, Jane Butler Kahle, professor of biological sciences and education at

System

achievement. There's recently been more and more attention to telling kids that if you want to do this career, you need four years of high-school math. Now that the wheel has turned, they're going to get it. They'll be in a climate that says it's important. You get what you ask for."

A recent study by Clifford Adelman of the National Institute of Education indicates not only that enrollments in most science and mathematics courses declined, but that what was taught was often diluted and devalued.

Compounding the problem is what Mr. Adelman called "the rise of the general track," which he described as a disjointed collection of survey and personal-service courses. The general track, which accounted for only 12 percent of the students in his sample of 1969 high-school graduates, enrolled 42.5 percent of the students studied

Continued on next page

Differential Treatment of Girls and Blacks

Purdue University, has found that, as groups, girls and black students have less experience with actually performing experiments, taking field trips, and using equipment than do white males, even when they take the same courses. "It's a real damning set of data," she says, "and consequently, they score lower."

Elizabeth Fennema and others have found that, even in elementary school, teachers tend to interact more with boys than with girls in mathematics classes. Boys with "high confidence levels" tend to be called on most to give answers in class, she says, and girls with the highest confidence levels receive the least attention from teachers. The behavior and achievement vary from classroom to classroom and from school to school, she cautioned, but the same patterns show up in many schools.

Furthermore, Ms. Fennema notes, educators tend to tolerate girls who are not doing well in mathematics. "Schools get terribly concerned when boys don't do well in reading; they send them to remedial classes and make a great effort to help them. I would like to see the same kind of intensive effort in math. Quite often, girls with problems are not referred to remedial classes because the girls are not behavior problems."

Girls' attitudes toward mathematics and science appear to turn for the worse in middle or junior high school—about the time that they begin taking an interest in boys and do not want to compete with them. (Ms. Fennema's research indicates that boys are much more likely to view mathematics as a "male domain" than are girls.)

Other "affective" factors such as autonomy and "fate control"—students' sense that they can determine the course of their lives—have been used to help explain the high attrition rate of girls and minority students from math and science courses.

Ms. Fennema, noting that the two subjects require independent work, theorizes that teachers and parents, with the best of intentions, tend to help young girls to the extent that "they do not develop the kind of independence that they need to do math."

She has also found that girls are much more likely than boys to attribute their successes in mathematics to outside factors such as luck and good teachers. Boys tend to attribute their successes to ability and hard work, their failures to bad luck. This pattern, she contends, heavily influences the decision of many girls to drop out of mathematics and science.

Ms. Kahle has found similar patterns with black students in urban school systems, who also tend to attribute success to luck. "The notion of fate control is lower in minority students," she says. "That's why it's real important that they get a chance to work with equipment. Give them the equipment, and they see that the experiment comes out the same each time. If they can see that they can control that, they can maybe control other things."

She adds, however, that the minority students she has studied "have very, very positive attitudes about science. They're positive they can do science. At least you've got that attitude to build on."

THE SELF-CONFIDENCE FACTOR

Children who are behind in mathematics are often intimidated by some common games and techniques, Ms. Chapman says, and their self-confidence is further eroded. "College math professors say kids love puzzles. Well, the kinds of kids that those math professors used to be *do* love puzzles. For kids with weaker skills, a puzzle is another opportunity to fail. It's another chance not to get it. To kids who have poor skills, 'noodling' with numbers is a mystery, and puzzles are just agony," asserts Ms. Chapman.

Ms. Kahle and Penelope L. Peterson, a University of Wisconsin educational psychologist who is working with Ms. Fennema, suggest that seemingly minor alterations in teaching techniques and materials can help girls and minority students "feel more a part of the class."

Ms. Peterson, for example, says that girls seem to be more comfortable with word problems in mathematics if some of the problems concern topics that are traditionally in the female domain, such as recipes.

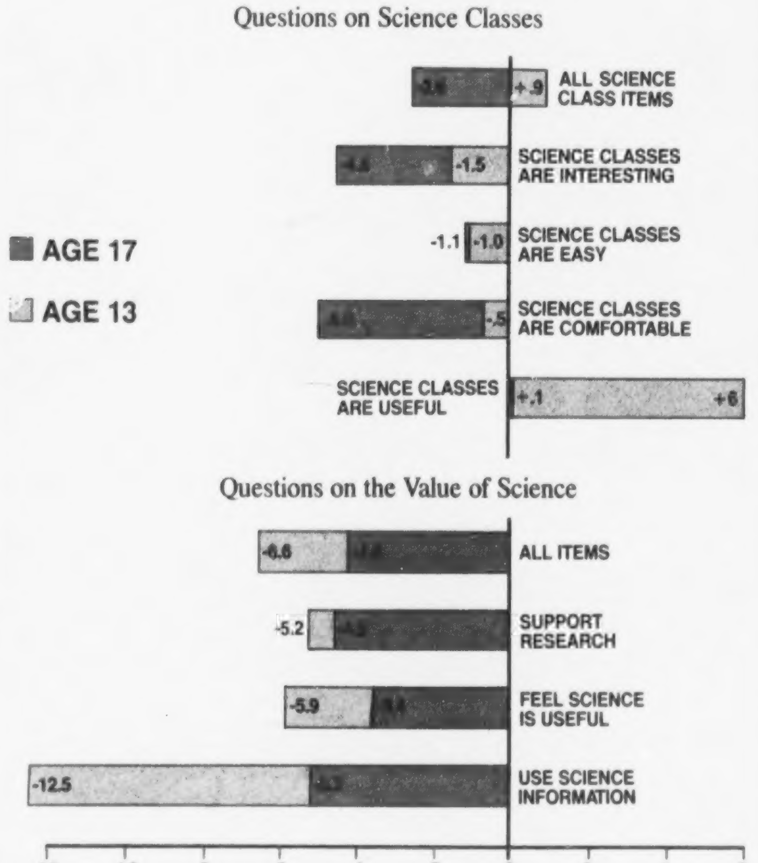
Similarly, according to Ms. Kahle, there is no reason a sewing machine cannot be used to demonstrate some mechanical concepts. "There has to be a conscientious effort to involve girls," she says. "They can't be allowed to pair with boys [in biology laboratories] and let the boys handle the frog."

For urban minority youngsters, Ms. Kahle adds, a highly structured classroom with as few interruptions and as many "hands-on" experiences as possible has been shown to produce achievement gains.

Ms. Fennema is convinced that relatively modest interventions can change the attitudes that often inhibit girls from pursuing math. She developed a series of videotapes, for example, aimed at students, teachers, counselors, and parents, that stressed the importance of mathematics and attempted to show that it is not an "unfeminine" discipline. In the high schools where the series was piloted, attitudes changed measurably and female enrollments in upper-level mathematics courses increased.

But she believes that, in most schools, pressure on girls not to pursue mathematics and science remains pervasive. "There are some cosmetic changes. We no longer have sexist books in schools, and I seldom hear an overtly sexist comment. But when I look at the behavior that I think is truly significant, it's not changing. I think teachers really are concerned, but the discrimination that goes on is so subtle that they don't recognize it." —P.C.

Changes in Attitudes of 13- and 17-Year-Olds Toward Science, 1977 to 1982



Source: *Images of Science*, 1982 National Assessment of Science

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in the graduating classes of 1976 to 1981. During the same period, the percentage of students enrolled in the "academic/college preparatory" track fell from 48.8 to 36.4.

According to Mr. Adelman's transcript analysis, which was prepared for the National Commission on Excellence in Education, students in the "general track" were far less likely than academic-track students to have taken algebra and geometry, and more likely to have taken Consumer Math and such courses as Math 1 and Math 2, which Mr. Adelman characterized as frequently being general or remedial. Yet a high proportion of general-track graduates expected to attend college and to succeed.

Devaluation was also manifested in grade inflation, according to the Adelman study. While the proportion of students taking upper-level mathematics and science courses declined—as did scores on the Scholastic Aptitude Test and other standardized examinations—the percentage receiving A's and B's increased markedly, he noted. "Grades in mathematics and science courses rose at a faster rate than those in any other major course groupings," Mr. Adelman wrote. He offered three possible explanations: that only the most able students continue in mathematics and science; that teachers hike grades in an effort "to hold onto students"; and that teachers "perceive each course in the sequence as more of a college-preparatory course, hence hand out higher grades."

Whatever the reason, Mr. Adelman suggests, the grade inflation led students to believe they were learning more—while test results indicated they were not.

The Adelman study notes that a majority of colleges and universities eased entrance and graduation requirements during the intervening years. Other experts also believe there was a direct link between college requirements and high-school electives, and that higher college standards will help turn the situation around.

BEGINNING THE UPWARD CLIMB

There are already signs that students and their parents are responding to the well-publicized alarm over mathematics and science. Several states and districts report that enrollments in upper-level courses have begun to turn upward again in the past few years.

A nationwide survey of some 700 principals, analyzed by Wayne W. Welch, professor of educational psychology at the University of Minnesota, shows that 1981-82 enrollment rates in high-school biology, chemistry, and physics had risen by 2 to 6 percentage points since the 1976-77 school year. In grades 7 through 9, Mr. Welch found, the proportion of students enrolled in a science course held steady at 86 percent.

"I was kind of surprised at this," says Mr. Welch, whose special science project was supported by the National Science Foundation, with data collected by the National Assessment of Educational Progress. "I think we reached the nadir in the late 1970's. It's a slight upswing in the right direction."

Increases in statewide graduation requirements, he adds, have been too recent to account entirely for the upturn. "It probably reflects a return on the part of students to a more traditional attitude toward enrolling in subjects," he suggests. "You talk to principals now, and they say, 'Yeah, kids *are* more serious about schooling.' "

Adds David L. Dye, mathematics specialist for the Minnesota education department: "I think the publicity has resulted in parents' realizing that kids need to take those courses. Now, not everybody can understand calculus or precalculus concepts by 12th grade, but we don't know where that cutoff point is. We don't think we have reached it."

Perhaps the greatest challenge, according to some educators, is finding ways to harness and maintain the interest demonstrated by young children, without sacrificing rigor. For example, one educator noted that children quite rightly wonder why they spend weeks practicing three-digit multiplication when they can observe their parents using calculators. And surveys indicate that, while high-school freshmen regard mathematics as the subject that will be most useful to them in their adult lives, the perceived utility of both mathematics and science slips as students progress through high school.

"One of the big criticisms is that kids are turning off science and enrollment is dropping and their expertise is dropping," says Irma S. Jarcho, head of the science department at New York's New Lincoln School. "The reason, I think, is that teachers teach too much to the textbook and are so anxious to finish it that they can't be bothered with anything that's happening in the kids' lives."

The "irrelevance" problem, too, may stem from the recent emphasis on test scores and quantifiable skills. "Teachers have this great big conflict," says Ms. Chapman. "If, on April 4, my kids are going to be given the Iowa Test or whatever, I as a teacher have a duty to teach percentage increases and ratios. I'd want my kids to do well on the test. We never say to teachers, 'Take a week and give your kids this experience with numbers and data, pulling value from it as we do in the adult world, whether it's on a science level or a marketing level or a newspaper reporter's level. We are not asking teachers to act this way."

Comparison of Enrollments and Grades in Selected Mathematics and Science Courses, by Track

Graduating Classes of 1969 and 1976-81, Academic, General, and Vocational Tracks

Mathematics Courses

(A = Academic Track, G = General Track, V = Vocational Track)

	Percentage of Total Credits Generated						Percentage of Students Taking Course						Mean Grade-Point Average in Course, on a Scale of 4.0					
	Sample I (1969)			Sample II (1976-81)			I			II			I			II		
	A	G	V	A	G	V	A	G	V	A	G	V	A	G	V	A	G	V
Algebra I	4.6	3.7	3.3	3.8	3.2	3.0	86	68	66	72	60	55	2.43	1.65	1.85	2.45	2.11	2.03
Geometry I	3.2	0.9	1.1	3.3	1.4	0.9	78	22	24	72	32	21	2.31	1.55	1.96	2.55	2.12	2.15
Algebra II	2.3	0.8	0.8	2.6	0.9	0.6	52	18	17	56	19	13	2.23	1.63	1.91	2.58	2.31	1.98
Advanced Math	1.2	0.2	0.1	0.6	0.1	0.1	21	7	2	16	3	2	2.70	2.06	2.14	2.71	2.21	1.58
Math 1**	0.7	2.8	2.3	1.0	2.2	2.2	16	51	46	21	43	46	2.27	1.82	2.05	2.26	2.06	2.21
Math 2	0.2	0.6	0.4	0.3	0.6	0.7	4	12	8	11	14	14	2.13	1.75	1.87	2.21	1.93	2.17
Math 3	0.1	0.0	0.0	0.3	0.3	0.2	2	0	0	11	6	4	2.16	N.C.*	N.C.*	2.70	2.25	2.45
Math 4	0.2	0.2	0.1	0.3	0.1	0.1	4	7	3	8	3	2	2.61	1.76	2.11	2.70	2.98	2.83
Trigonometry	0.3	0.0	0.1	0.5	0.1	—	8	1	3	15	3	1	2.20	2.00	2.38	2.65	2.38	1.63
Geometry II	0.3	0.1	0.1	0.1	0.1	0.1	5	2	4	4	1	2	2.95	2.23	2.56	2.93	2.23	3.06
Business Math	0.1	0.5	1.2	0.2	0.9	0.9	3	11	24	6	21	20	2.01	1.62	1.96	2.28	2.03	2.17
Calculus	0.0	—	—	0.3	0.0	—	1	—	—	6	Nil	—	3.19	—	—	2.94	3.00	—
Applied Math	0.0	0.2	0.5	0.1	0.2	0.2	1	5	9	2	5	5	2.30	1.80	1.81	2.42	1.99	2.07
Arithmetic	0.0	0.0	0.0	—	0.1	0.1	1	1	1	—	2	2	2.22	1.20	1.71	—	2.02	2.51
Computer Science	—	—	—	0.2	0.1	0.0	—	—	—	6	2	2	—	—	—	2.92	2.34	1.72
Total	**14.0**	**10.2**	**10.4**	**13.4**	**10.4**	**9.2**	—	—	—	—	—	—	—	—	—	—	—	—

Science Courses

	Percentage of Total Credits Generated						Percentage of Students Taking Course						Mean Grade-Point Average in Course, on a Scale of 4.0					
	Sample I (1969)			Sample II (1976-81)			I			II			I			II		
	A	G	V	A	G	V	A	G	V	A	G	V	A	G	V	A	G	V
Biology 1	3.8	4.3	3.9	4.1	3.5	3.2	82	87	81	86	73	68	2.63	1.64	1.88	2.65	2.11	2.09
General Science	2.6	3.4	3.6	1.5	2.1	1.8	54	60	65	32	42	38	2.57	1.74	1.86	2.73	2.21	2.23
Physics 1*	1.1	0.1	0.2	2.2	1.2	1.2	23	2	4	43	24	25	2.65	2.17	1.76	2.70	2.11	2.19
Physical Science*	0.3	0.6	0.5	—	—	—*	7	11	10	—	—	—*	3.54	1.96	2.11	—	—	—*
Chemistry 1	2.7	0.5	0.6	2.8	0.9	0.3	57	10	12	61	19	8	2.31	1.88	2.14	2.63	2.20	1.86
Biology 2 +	1.2	0.4	0.1	1.1	0.6	0.5	22	8	3	24	14	11	2.65	1.95	2.00	2.85	2.20	2.17
Geology	0.3	0.4	0.2	0.7	0.6	0.6	6	8	5	16	14	13	2.62	2.25	2.21	2.75	2.21	2.01
Chemistry 2 +	0.4	0.2	0.0	0.4	0.0	0.0	8	3	1	8	1	0	2.53	2.36	2.64	2.75	2.87	2.00
Environmental Science	0.0	0.1	0.0	0.2	0.3	0.2	0	0	0	6	8	6	—	100	—	2.88	1.89	2.47
Advanced Physics	0.2	0.1	0.0	0.2	0.0	0.0	4	1	1	4	1	1	2.52	1.88	1.90	2.41	2.40	1.74
Total	**12.6**	**10.1**	**9.1**	**13.2**	**9.2**	**7.8**	—	—	—	—	—	—	—	—	—	—	—	—

N.C.–No Credit

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*The course labels are not comparable for the two sets of transcripts studied. The data for Sample I (graduating class of 1969) distinguished between Physics I and Physical Science, a type of general science course that is offered principally in the 9th and 10th grades. The data for Sample II (classes of 1976–1981) did not make such a distinction, but folded both courses into the category of Physics I.

**The content of courses named Math I, II, III, and IV varies widely. In many schools, the labels are used for remedial courses.

Source: "*Devaluation, Diffusion, and the College Connection: A Study of High School Transcripts, 1964-1981*," Clifford Adelman, National Institute of Education.

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200,000 Reasons for Concern: A Profile of Those Who Teach Sciences

By Thomas Toch

When Howard Harris talks about his salary, he alludes in exasperation and embarrassment to some of his students, who earn a higher hourly wage in part-time jobs at nearby Disney World. He holds a master's degree in chemistry and heads the science department at Oviedo High School in Seminole County, Fla., where he has taught for seven years. He earns $18,000 a year.

Other, less obvious, things bother him, too. When he teaches anatomy, instead of two students, five and six must share specimens, because his budget doesn't allow him to buy all of the shark and cat carcasses he needs. "A lot of kids miss things," he says. And he cannot perform many advanced experiments, because there is no money for sophisticated microscopes.

This past school year, Mr. Harris taught approximately 100 students. Because the Florida legislature recently tripled from one to three the number of science courses needed for high-school graduation, he will teach 150 students in the fall. In all, the 1,630-student school will offer 34 sections of science when it opens in September. But the annual science supply budget, $6,000, will be unchanged from this year.

Mr. Harris's principal recently asked him why he stays in teaching.

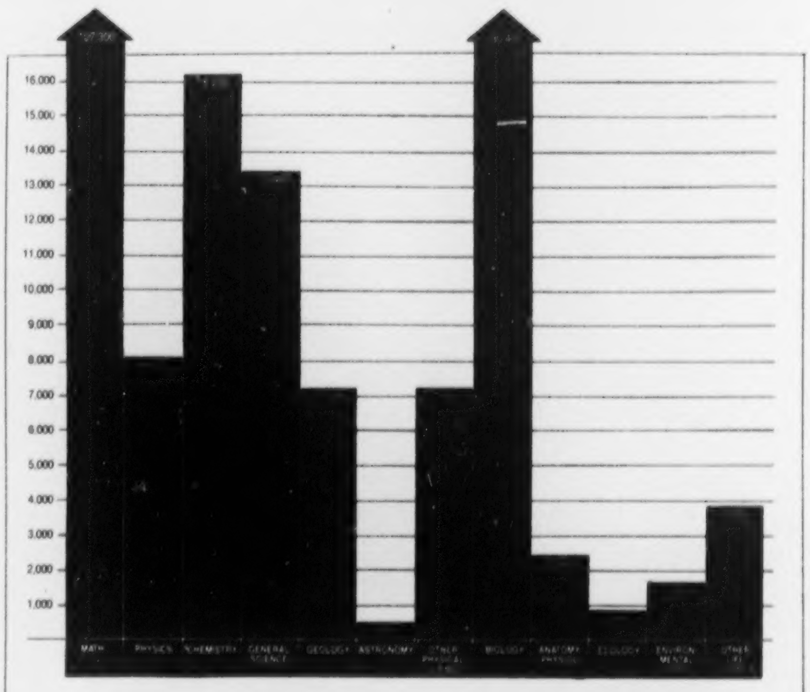
The question is relevant, because for every Howard Harris, there are many able mathematics and science teachers who will not tolerate the frustrations of teaching today. In a steady migration, many of the best in those fields have left the profession, usually for more lucrative jobs elsewhere. And the schools have not been able to attract enough able candidates to replace them.

THE CERTIFICATION MORASS

Though there are outstanding mathematics and science teachers in the nation's classrooms, the profile of the typical public-school teacher of those subjects is not an encouraging one, people studying the situation say. Nor is it appreciably better in many private schools.

According to figures from the National Science Teachers Association (N.S.T.A.), the equivalent of about 107,300 full-time math teachers and 92,100 full-time science teachers taught in public and private schools during the 1982-83 school year (the figures combine part-time slots). Thousands of those teachers—60,000, says the N.S.T.A.—had little or no training in the subjects.

"We are in the awkward position of having to have people in physics who don't have a very good understanding of what they are doing," says Jack M. Wilson, executive officer of the American Association of Physics Teachers. One reason is that state standards for math and science teachers are in some cases very low, according to several studies.



Number of Teachers, By Field, 1982-83

Source: National Science Teachers Association

In 14 states, including Texas, which alone employs 7.5 percent of the nation's public-school teachers, school systems are allowed to assign any teacher to teach math and science, no matter how little training a teacher happens to have in those subjects.

And, faced with a rapidly shrinking supply of math and science teachers, schools are taking advantage of this option. Nearly 40 percent of those teachers who taught one or more math classes in grades 7 through 12 in North Carolina during the 1980-81 school year did not have a math certificate, according to a study by the North Carolina Center for Public Policy Research. Earlier this summer, North Carolina changed its policy. In the future, teachers must be certified or working towards a certificate in the subjects they teach.

At least half of the states allow a teacher with a certificate in one science subject to teach any other science subject, regardless of the teacher's lack of training in the other subjects. "There are teachers teaching three or four, sometimes five, different subjects a day, subjects they've had virtually no training in," says Trevor G. Howe, professor of education and director of education placement at Iowa State University at Ames.

Moreover, the number of semester hours of college training required to teach math and science speciality subjects at the secondary level starts in some states at as low as 12, writes Elizabeth H. Woellner of the University of Chicago in the 1983-84 edition of *Requirements for Certification*.

Elizabeth Useem of Northeastern University reported in a 1982 study that 50 percent of the "new" math certificates granted by Massachusetts in 1981 were awarded to veteran teachers of other subjects who had taken a few math courses and "added on" a certificate in math. Wrote Ms. Useem: "These 'add-ons' are not truly qualified to teach more than introductory courses."

In Georgia, teachers certified in some other subject can add a math "endorsement"—an additional area of certification—for one year by taking as few as 10 quarter-hours of college math. "School superintendents have often asked our department to design a few brief workshops to somehow turn these unprepared people into math teachers," James W. Wilson, professor of math education at the University of Georgia told a Council for Basic Education symposium in April.

"Certification is essentially meaningless," said Bill G. Aldridge, N.S.T.A.'s executive director.

DISAGREEMENTS ON TRAINING

There are other reasons for the apparent low quality of many math and science teachers.

Many states require little or no science coursework of an elementary-school teacher—and that which is required in schools of education is often offered in less-demanding courses such as "General Science for Elementary Teachers."

Moreover, in many states, an elementary-school certificate allows a teacher to teach up to the 8th grade. So junior-high students are frequently taught science courses by certified elementary-school teachers who have at best minimal training in science.

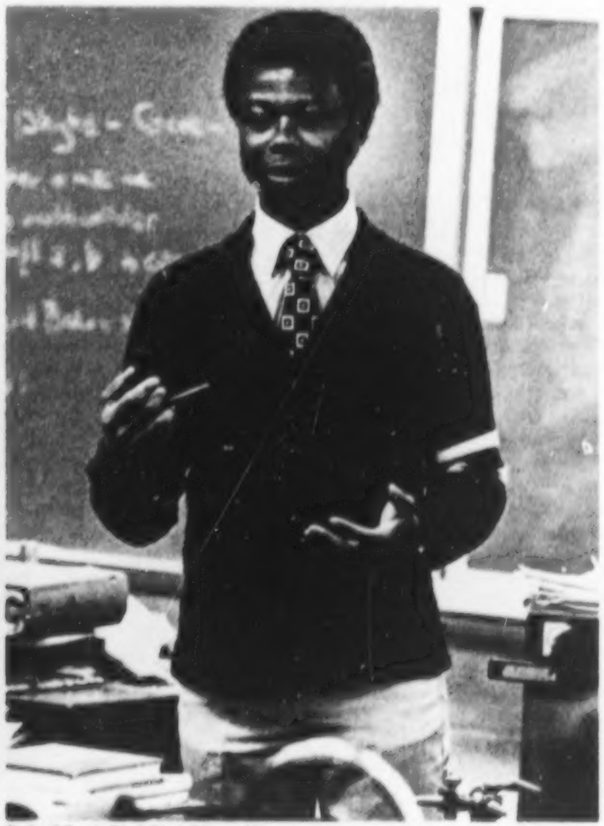
Many experts believe that science and math specialists—whose four-year undergraduate study usually includes 50 percent general education, 25 percent pedagogy, and 25 percent courses in the major—are now adequately trained. Others disagree.

"[Math teachers] may be equipped to use the textbooks they are given, but they are not equipped [by education schools] to develop curriculum units of their own. They know about the content of the courses in the grades they teach, but they are not familiar with—and may not consider it their business to know about—the math taught in other grades or in other school subjects. In short, they have not been educated to be math educators," Jeremy Kilpatrick and Mr. Wilson of Georgia wrote in a paper prepared for a February 1983 conference, sponsored by the National Institute of Education.

In general, math and science teachers who major in education receive between 30 and 35 semester hours of college instruction in those areas, 5 to 15 hours less than those who major in math and science.

Nor do many math and science teachers seem to keep up to date in their fields once they begin teaching. Based on a December 1982 survey, the N.S.T.A. estimates that only 16 percent of the physics and chemistry teachers who taught these subjects more than half time during the 1982-83 school year had upgraded their skills through workshops or college courses within the past three years. For math teachers, the figure was even lower, 5 percent. And 40 percent of those who responded to a similar survey in December 1981 said they had not attended a course or workshop since they began teaching, which was an average of 16 years earlier.

See PROFILE on page 58



Stephen McDaniel, Friends School, Baltimore, Md.

Science and mathematics teachers are hard to find, and critics say many of those teaching are inadequately trained. Teachers counter that their jobs are not easy. They endure budget cuts, large classes, obsolete equipment, distracted students, and lower wages than some youths earn in part-time jobs.

Teacher Shortage: Likely To Get Worse Before It Gets Better

By Hope Aldrich

The already severe shortage of science and mathematics teachers in most parts of the country is expected to grow steadily worse in the next 15 years, experts predict.

The number of new teachers graduating in these fields is expected to dwindle further each year. Last year, an average of only three mathematics teachers and five science teachers graduated from each teacher-training college, according to the National Science Teachers Association (N.S.T.A.).

And the "crisis" will be deepened by a gradual rise in the number of school-age children beginning in 1985, by increased graduation requirements in many states, and by an unusually high retirement rate among science and math teachers, the experts say.

There are now about 200,000 teachers of science and mathematics in the nation's classrooms, according to the National Center for Education Statistics (N.C.E.S.).

Most analysts agree that the nation's schools need about 60,000 additional science and math teachers to replace those who are unqualified or minimally qualified and have been hired on emergency waivers.

That need varies widely by region. In Pacific states, the percentage of unqualified teachers reached 84 percent in the 1981-82 school year; in Northeastern states it was at 9 percent, according to N.S.T.A. figures.

Between now and the mid-1990's, when the shortage is expected to reach its peak, the schools may need as many as 300,000 additional science and mathematics teachers, according to some educators.

"There is no way we will possibly meet the demand under the present incentive system," says John A. Nelson, dean of the education school at California State University at Long Beach, one of the largest in the country. He adds that high-technology companies in his area immediately siphon off many of his graduates.

Educators also suggest, however, that their pessimistic forecasts could be altered by such variables as increased incentives to enter teaching in these areas, an upturn in the economy, increases in college aid for prospective teachers, or changes in retirement policies.

In the near future, the trend to increase graduation requirements in science and mathematics may exacerbate the shortage. More than half the states have passed or are considering increased requirements at the high-school level. If schools raised their requirements by one year in each subject, 68,000 more teachers would be required nationally, Secretary of Education Terrel H. Bell said in a speech early this year.

In addition, by the 1990's, two significant demographic trends will converge to create a serious shortage, the experts project.

One of these is school enrollments. Increases will begin at the elementary level in about 1985 and will reach the middle- and secondary-school levels starting in about 1992, according to Valena Plisko, an N.C.E.S. editor and statistician. Total enrollment is expected to increase by about 2 percent, or about 400,000 children, annually for about 15 years, predicts Ms. Plisko.

The enrollment increases are expected to exceed 2 percent per year in the Southeast, the Rocky Mountain states, the Southwest, the Plains, and the Northwest states—30-percent annual increases are forecast for Utah and Wyoming—according to the N.C.E.S. data. But enrollment in the Mideast states is expected to continue to decline, and in the Northeast and Great Lakes states, trends will be mixed.

About 200,000 new elementary-school teachers will be needed as early as 1990, according to N.C.E.S. projections, and that need will reach secondary schools by 1995.

A "retirement bulge" is the second factor expected to compound the shortage. The average age of the nation's science and mathematics teachers is 41, according to a survey by the science teachers' association. By 1995, at least 40 percent of the present 200,000 mathematics and science teachers will be retired, predicts the N.S.T.A.

"We'll be hit by a double-whammy—by the retirement bulge and the increase in enrollment," says Stanley Hecker, professor of administration at Michigan State University's college of education.

The enrollment increase will not reach the college level until about 1997, says Ms. Plisko of N.C.E.S. At that point, it may increase the number of college students who choose teaching careers.

The combination of demographic change and increased requirements could mean at least 300,000 new teachers would be needed in mathematics and science by 1995, according to N.S.T.A. officials. These teachers could be recruited from outside the profession or retrained from within, they said.

In an era of declining revenues, spokesmen for teacher-training institutions and school districts express pessimism about the financial implications of the shortage.

For example, Mr. Nelson of the California State University foresees years of financial losses ahead for institutions that continue to offer mathematics methodology courses. His school regularly runs methodology classes with enrollments of only six or seven students, although it takes 25 in a class to break even, he says.

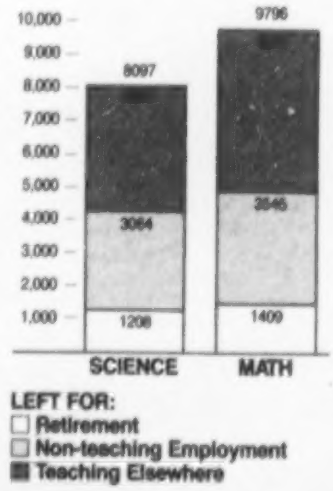
At large schools like Long Beach—which last year graduated six mathematics teachers out of a total of 1,500 education graduates—such losses can be cushioned by over-enrolling other classes, Mr. Nelson says, but few smaller colleges can afford special classes for a handful of students, he warns.

In the nearby Los Angeles Unified School District, Rosalyn Heyman, assistant superintendent for secondary education, is also concerned about costs. She points out that proposed new graduation standards in mathematics and science would require the addition of 283 new teachers in her district and would cost about $6 million, including salaries, fringe benefits, and supplies.

Such costs, says Ms. Heyman, are "unthinkable"; if the new requirements go into effect, the district will meet the need by retraining teachers from other fields.

For many other districts, says Mr. Hecker of Michigan State, retraining older teachers is "the only hope."

Why They Left, 1982-83



Source: National Science Teachers Assn.

To Democratize Science: Curricula for 'Citizens'

Would Emphasize Applications

cience Corner

Science should be taught to children early and often, specialists argue, if they are to develop the interest and knowledge essential for later learning. And the emphasis at all levels should be on applications and "hands-on" experience, they say.

By Susan Walton

When scientists and educators in the late 1950's set out to create new curricula for precollege students, the issue at the top of the agenda was increasing the supply of scientists and engineers. Teaching "pure science" to the brightest students was the order of the day, and the materials they developed are widely regarded as good vehicles for doing just that.

Today, science educators face the task that the earlier effort left unfinished—figuring out how best to teach science to *all* students, especially those who may not become scientists, but whose lives and work will be touched by developments in science and technology. Ensuring an adequate supply of scientists will always be important, many science educators agree, but the more urgent need lies in broadening the teaching of science to reach more students.

"I think it goes back to the proven record," says Jane Butler Kahle, professor of biological sciences and education at Purdue University. "We've done a good job in educating future scientists and engineers, but what's happened is that we've simply lost the general citizen."

The two issues, science educators point out, are not entirely separate. By improving the teaching of science at all levels, they say, schools would probably expand the pool of future scientists as well, since students would be less likely to opt out of science at an early age.

The science curriculum—how many courses and what kinds—is at the center of the debate. Some of the recommendations, and disagreements, emerging include:

- Science should occupy more time at the elementary-school level. Most students are taught some—but not enough—science.
- The requirements for science in high school and junior high should be increased. Until recently, when many states began stiffening their requirements, many high-school students took only one or two years of science. New state standards will change that situation. However, many science educators regard the current approach and sequence of science courses as inappropriate for many students, and they argue that simply requiring more of the same will not solve the problem.
- Science courses should be more carefully matched to students' levels of intellectual development, as these levels have been characterized by researchers such as Jean Piaget, the Swiss psychologist. Research has shown that in many cases, the material that students are expected to learn is far too abstract for them to understand; unless it can be presented in more concrete form, they will memorize facts without understanding the concepts.
- Applications of science—including technology—should be incorporated into the science courses. The post-Sputnik curricula eliminated both on the grounds that they were not "pure" science, but now many science educators argue that science courses should focus heavily on applications. Similarly, technology has become a far more powerful force in the world and is in many cases an integral part of the process of "doing science." Whether the two should be linked in the curriculum is being debated.
- The effect of science on society has become an important topic, and some science educators argue that the science classroom is the proper place to discuss it. But since many related issues move beyond science into the realm of values, others argue that science education should not assume that additional responsibility.

TEACHING SCIENCE EARLY

The process of improving students' understanding of science must begin early and continue throughout their school years, science educators agree. Unless children are exposed to science early and often, most will develop neither the interest nor the foundation of knowledge they need to become scientifically literate.

The best way to teach science to elementary students, these educators suggest, is to use many concrete activities and examples, capitalizing on children's natural curiosity about how things work.

"I feel strongly that science should begin as soon as children enter school, and children should receive some science every day," says Alice Moses, president elect of the National Science Teachers Association (N.S.T.A.), who teaches science to kindergarten through 8th-grade students at the University of Chicago Laboratory Schools.

"You begin to establish attitudes in youngsters early on," Ms. Moses says, "to build attitudes of inquiry," that help them explore the world and build a base of knowledge about it. "It's also the beginning of laying the groundwork for the youngsters who might be inclined to go into the sciences."

And although most science educators agree that it is important to be alert for the child with a clear affinity and talent for science, many stress that identifying and working with those students should not be the primary goal of science education. "Is the purpose of the 3rd grade to find out who's going to get a Ph. D. in biochemistry?" says Robert Yager, professor of science education at the University of Iowa.

"Formal, systematic interaction with and observation of the real world are essential in elementary education. Elementary-school science should provide much of this experience," notes a report prepared by the Conference on Goals and Science for Science and Technology Education for the National Science Board's precollege commission. The conference brought together dozens of scientists and educators from all levels of education; the report recommends future directions for science education.

"A good elementary science program should be a planned set of experiences representing a balance among the disciplines, a daily lesson, and (frequently) hands-on experience," the report says.

In the elementary grades as well as later science provides an excellent vehicle for teaching students how to solve problems, the report notes. The "basic skills of science," which translate readily to other areas, include recognizing problems, developing procedures for addressing them, and recognizing, evaluating, and applying solutions. The report urges teachers to make use of the school campus, as well as museums and other resources in teaching children about natural phenomena.

"They should be almost entirely engaged in real, direct experience with phenomena: taste, touch, feel, see," says Bill G. Aldridge, executive director of the N.S.T.A. and a former teacher of physics. "Look through a telescope. Don't try to explain it. Look at the stars every morning for four or five months and draw pictures. Do safe chemical experiments. Observe. And do nothing else. Don't try to explain what protons, neutrons, and electrons are. Focus on observation and concrete experience."

Children miss something if a teacher does little more than "stand there and give a child a book and say, 'read this,' and [does] not have the child really experience the doing part," Ms. Moses says. "You could read a book but you couldn't get the same sensation" that comes with witnessing a phenomenon or performing an experiment.

Many of the textbooks and other materials designed for elementary students are designed to take advantage of the children's natural curiosity and interest in the world around them, science specialists say, but elementary-school teachers frequently do not take advantage of the materials available. On the average, teachers in the early grades spend about 20 minutes each day on science, according to various surveys.

"You get the youngsters, and they're so fresh, so interested," says Alice Moses. "It's such a wonderful time to capture the curiousity of young children. Unfortunately, often it isn't captured."

PRESSURES ON TEACHERS

Science educators attribute the absence of science in elementary schools to several factors. One is that it must compete with other subjects that are viewed as more important. Ms. Moses cites the "pressures put on teachers for basics" and also the "amenities" that parents expect elementary teachers to inculcate—good manners and the like. "I think with these kinds of pressures being brought to bear, sometimes science goes by the board," she says.

But another reason, regarded by many educators as the heart of the problem, is that many elementary-school teachers are not comfortable teaching science and avoid it whenever possible. In general, the teachers have only minimal training in science, according to several studies.

"The problem generally is that elementary teachers don't take any science and they don't teach any science as a consequence," Ms. Kahle says. "Science is the last subject in the five academic areas in terms of the number of minutes per day spent on it. There is good information that elementary teachers feel more insecure," and there is a correlation between insecurity and the amount of time spent on science, she says.

"I feel very strongly that there are some very good elementary curricula that teachers are afraid to use," Ms. Kahle adds.

"The texts are all right," says Mr. Aldridge of N.S.T.A.. "There are some pretty good materials. The problem is, nobody knows how to use them. The materials are probably the best. That's the irony."

Notes Ms. Moses: "The texts have improved tremendously on the elementary level. They are designed with a lot of things in mind. The reading levels are appropriate for most of the students and they are sequential. Attention is given to developing materials [that build on] previous grades. They are colorful, with excellent photography, and by and large are written well, with a lot of hands-on kinds of things that kids can do with the content materials."

But teachers may lack the time—and the inclination—to set up and organize hands-on activities, Ms. Kahle points out, adding: "If they can, they won't because they're pressed for time for math and reading."

Although science educators agree that it would be helpful if potential elementary-school teachers were more interested in science and took more science in college; few seem optimistic about the prospects. A more realistic approach, they say, would be for school districts to hire special science teachers who enjoy and understand science.

"I don't think we're going to turn it around with the teachers," says Ms. Kahle. "I would like to see us hire science specialists or science consultants. Until we do that, we're not going to get more science in the elementary schools."

Some districts do have a "science resource teacher" or supervisor, but budget cuts have forced many districts to abandon that position, Mr. Aldridge said. In recent years, he noted, 70 percent of the elementary science-supervisor positions have been cut.

LEVELS OF ABSTRACTION

The science that students learn in elementary school becomes the base for their future understanding of the subject, and also affects their attitude toward it—a key factor in keeping them in science classes. The secondary-school curriculum, science educators suggest, builds on that early experience by teaching the concepts students need whether or not they become scientists.

The topics taught are one key component of this process. Another, which has received less recognition, is whether the level of abstraction of the material fits with the students' intellectual development.

The secondary-school materials used now, which are largely derived from the post-Sputnik curricula, approach science in a very theoretical fashion. "The degree of abstraction is very substantial," says Mr. Aldridge. As he and others point out, the people who developed those materials chose to make them highly abstract on the grounds that such an approach more accurately reflected "pure science."

Subsequent research, however, suggests that this abstract approach probably prevents many students from fully understanding the material. The problem is largely confined to secondary-school students, since elementary-school teaching generally does focus on concrete materials.

In the mid-1970's, John W. Renner, a professor of physics and science education at the University of Oklahoma, began gathering data to see whether the materials used in secondary science courses matched the students' level of intellectual development. He and a colleague, Anton E. Lawson, a biologist at Purdue University, defined two categories of concepts used by Piaget, the "concrete operational" and the "formal operational."

The first includes concepts "whose meaning can be developed from first-hand experience with objects and events," according to a 1975 paper by the two researchers. The second, formal operational, includes concepts "whose meaning is derived through position within a postulatory-deductive system," that is, through theoretical models. "Meaning is given to these concepts not through the senses but through imagination or through their logical relationships within the system," the researchers write.

Students' levels of development, in turn, can be measured using a series of tests developed by Piaget and placed in a corresponding category.

According to Piaget's model, the authors write, children begin to make the transition from concrete to more abstract understanding around the age of 11. If that model is correct, they note, then most junior-high and high-school students could readily un-

See SCIENCE on page 54

Problems at Both Ends Of the 'Pipeline'

Remedial Classes, Shrinking Ph.D. Pool

By Sheppard Ranbom

Colleges and universities pay a high price, their leaders say, for the failure of high schools to teach mathematics and science adequately.

Edward J. Bloustein, president of Rutgers University, says that some "20 to 30 percent of students" attending U.S. colleges and universities need remedial training in mathematics. Many "haven't taken the necessary courses in mathematics in high school," while others meet formal requirements but still "don't measure up" to expectations, he contends.

Statistics support his claim. A national survey of four-year institutions conducted in 1981 by the Conference Board of Mathematical Sciences found that enrollment in remedial mathematics at four-year colleges increased 72 percent between 1975 and 1980. In 1980, 25 percent of the mathematics courses taught at four-year public institutions were remedial; 42 percent were remedial at two-year colleges.

"I've seen college freshmen who don't know how to add one-half and one-third, and last year I met a student who didn't know the meaning of the word fraction," says Sandy Athanassiou, a learning-resource specialist who coordinates a remedial math program at the University of Missouri. A 1982 survey of incoming freshmen at the university indicated that 24 percent of the students anticipated needing remedial work in math.

Academic administrators may not be able to calculate the social costs of this problem, but they say they are painfully aware of the immediate financial toll. Ms. Athanassiou's remedial center, for example, costs $300,000 a year to operate. And according to the California Postsecondary Education Commission, the cost of running remedial programs in all subjects in the University of California system was $6.6 million in 1980-81; in the state-college system, the cost was $9.3 million; and in the community-college system, it was $66.3 million.

Last summer, the Louisiana Board of Regents for Higher Education estimated that the state's colleges and universities would spend about $13 million on remedial education in 1982-83, more than twice what they spent in 1979-80.

Leaders of both public and private institutions agree that they share the blame with high schools for the decline in mathematics and science achievement among today's students.

"Open-door" admissions policies, they acknowledge, took the pressure off students to work hard in high school. By being "lax in setting our own requirements, we failed in the same way" that parents, schools, business, government, and the society at large have, Mr. Bloustein acknowledges.

Recognizing that, many institutions are now spelling out for high-school students what specific courses they will need to take in all areas to be successful in college. And they are upgrading their entrance requirements, calling for more years of study in the so-called "academic core" subjects—in mathematics, science, and language arts.

Well over half the states have announced—or are in the process of formulating—more rigorous admissions standards for their public colleges and universities. Most of these new requirements include more years of study in mathematics and science.

"We are receiving into college a group less equipped to receive the culture we are designated to transmit," says Mr. Bloustein, who notes that unless the situation is changed students will live "less fruitful lives," have "mistaken notions about employment," and "diminish the nation's economic position in an increasingly sophisticated world market."

LINKS WITH SCHOOLS

Acknowledging a share of the blame for the problem as well as a clear financial interest in admitting students who are better prepared, a number of colleges are responding to the pressure in their local communities for solutions by working with local schools on a variety of educational-improvement projects.

Cooperative arrangements are being established that provide inservice training for teachers; use faculty expertise to develop school curricula; make university facilities available to students during the school year, including internships that give high-school students "hands on" experience in research labs; develop special summer programs for high-school students; help bring technology and computer-assisted instruction into the schools; and accelerate the work of gifted students.

The Carnegie Foundation for the Advancement of Teaching released a special report last winter that documented collaborative efforts nationwide. The report recommended that "every college and university establish a partnership with one or more school districts to provide educational and cultural enrichment as determined by principals and teachers at the schools."

The College Board has also been taking steps to improve the preparation of high-school students. In 1980, it launched Project EQuality, a 10-year program to develop a model set of "competencies" that high-school graduates should have, and a curriculum to achieve them. Project officials will also ask colleges to adopt these competencies as a preferred standard of preparation; study successful remedial programs in colleges and share the findings with high schools; enlist the help of business and labor to determine which of the academic skills are most relevant to the world of work; and encourage the creation of school-college pilot projects designed to improve academics in the schools.

In May, the College Board detailed the skills in six fields of study that every student aiming for college ought to master.

A LONG LIST OF PROBLEMS

But even as they attempt to address the problem at the precollegiate level, college and university leaders point out that they have serious math and science problems that are totally unrelated to the schools. Poorly trained undergraduates constitute only one on a long list of problems that have plagued academic programs in the sciences over the past 15 years, they say. Among them:

- **The 'Brain Drain.'** Faculty members in chemistry, engineering, electronics, and computer science have been leaving academe in growing numbers over the past few years for better-paying positions in business and industry and for better working conditions.

At the same time, the student demand for courses in computer science (the total number of earned bachelor's degrees boomed by 367 percent from 1971 to 1980) and engineering (in which bachelor's degrees increased by more than 50 percent between 1975 and 1980) has put tremendous pressure on colleges to come up with teachers and programs.

But the search for faculty becomes increasingly difficult, officials say, as industry's lure for trained scientists grows.

A survey conducted by the American Council on Education indicated that a total of nearly 1,600 (about 10 percent) of faculty positions in engineering were unfilled as of September 1980. Of these, 45 percent had been vacant since 1979.

The so-called "brain drain" is affecting not only research universities but the nation's community colleges as well. Robert McCabe, president of the nation's largest two-year institution, Miami-Dade Community College in Florida, speaks for many of his colleagues when he points out that his faculty members in data processing, computer science, electronics, and business are being hired away by corporate recruiters.

- **Eating the 'Seed Corn'.** Not only is the business world luring away existing faculty from academe, higher-education leaders point out, but it is also taking the best students in mathematics, engineering, and science. These are the talented young scholars who traditionally would have gone on for their Ph.D.'s and then replenished the faculty ranks. Businesses can, and do, offer "three times the salary" of a graduate assistantship to new recipients of baccalaureate degrees in sought-after science fields, according to Mr. Bloustein.

Declining federal support for graduate programs and facilities, student uncertainty over the availability of financial aid and fear of incurring large debts, and a current glut of professors in many academic disciplines have also led students away from academe, those who study higher-education trends say.

The result of the various forces propelling talent out of the academic world is a situation many university leaders have described as society "devouring its seed corn"—robbing colleges and universities of a generation of graduate students who are needed to produce the scientists and engineers of the future.

The average age of tenured faculty in mathematics, engineering, and the sciences is about 50, according to Robert Rosenzweig, president of the Association of American Universities. When these professors retire in 10 or 15 years, colleges and universities will be hard-pressed to find first-rate people to replace them, he says.

The number of students earning doctor's degrees in engineering declined by 31 percent during the period between 1971 and 1980, according to the National Center for Education Statistics (N.C.E.S.). Moreover, a growing number of engineering graduates (more than 50 percent) are foreign students, many of whom may return to their homelands, according to Mr. Rosenzweig.

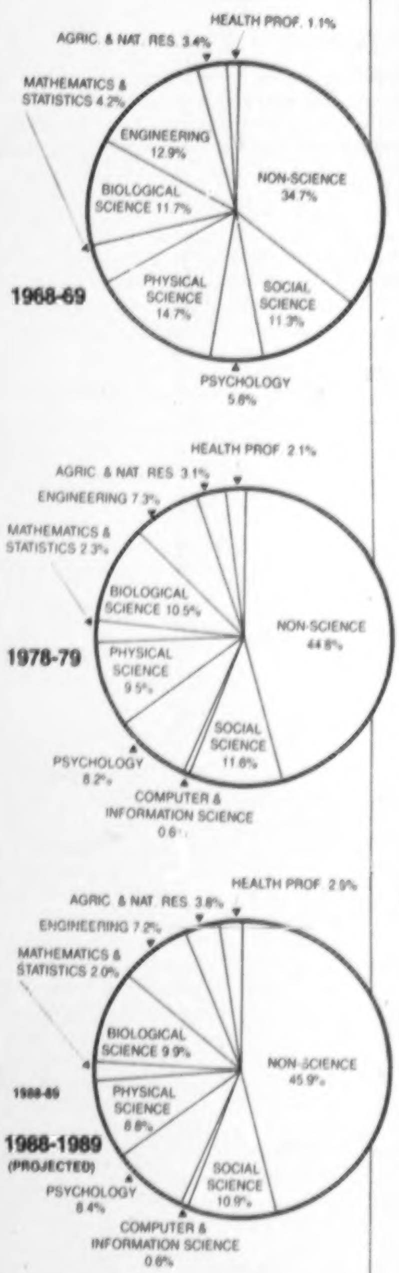
Mr. Rosenzweig notes that the high percentage of foreigners, over time, creates "instability" in the faculty ranks. Given the importance of engineering technology to our society, he says, it is "clearly an unhealthy situation" to have the most highly trained segment of the technological workforce composed of other than U.S. citizens.

In the physical sciences, the number of master's degrees and doctor's degrees awarded dropped 18 and 30 percent, respectively, from 1971 to 1980, N.C.E.S. reported.

Bachelor's degrees in mathematics have dropped 54 percent, master's degrees 45 percent, and doctoral degrees 40 percent since 1971, according to N.C.E.S.

See COLLEGES on page 57

Percent Distribution of Earned Doctorates, By Field 1968-69 to 1988-89



Source: Frankel, Martin M., *Projections of Education Statistics to 1988-89*

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SCIENCE

Continued from page 17

derstand "formal" material.

But Mr. Renner and Mr. Lawson are quick to point out that recent research indicates that, to the contrary, "perhaps from 40 to 75 percent of the secondary-school students have failed to reach the level of formal thought."

"If the Piagetian model is correct in contending that concrete thinkers cannot develop understanding of abstract subject matter, and if, indeed, a large portion of secondary students are concrete operational, then a major portion of today's secondary-school science curricula which the foundation-sponsored projects have developed is beyond the students' level of understanding and, therefore, inappropriate," the researchers write.

"What we find, consistently, is that persons who can be labeled concrete operational do not have success on concepts that could be labeled formal operational," Mr. Renner said in an interview. "For example, kinetic molecular theory is a formal concept. Concrete operational kids can memorize it, but when it comes to using it to explain something else, they can't do it.

"It begins to look like the concepts you can rate as requiring formal thought are not available to students who have tested out as being concrete operational," he says.

"The curriculum is definitely out of step, out of phase, with the intellectual development of the kids," Mr. Renner adds.

He notes, for example, that "most of what's in high-school biology is highly formal, and that's 10th grade. When you measure the operational rating of 10th graders, 65 percent usually are concrete. When you take a class that's an average of 70 percent concrete and give them a class, 95 percent of which requires formal thought, you're in a heap of trouble. The kids simply can't learn. But it seems impossible to get that concept across to educators. They don't appreciate the 'cannot learn' thing."

Students who are confronted with material that is beyond their intellectual level, Mr. Renner says, find themselves in a "double bind ... They can say, 'I have to memorize it,' or 'the hell with it.' " More and more students, he suggests, are choosing the latter alternative.

"I do respect the research and feel that the idea is fundamental that students have to be able to think abstractly and have the mental structures required before science can have any meaning," says Mr. Yager. "I do know that most of what we teach in this regard tends to be rote memory. Students learn a definition, and teachers think, 'Aha, they understand it,' but the truth of the matter is, for many students, that's just game playing. That, too, can do damage in the long run, because those who can fill in the blanks are not the best scientists. The winners of the system are not necessarily the best."

STRESS ON APPLICATIONS

Another reason for choosing an applied rather than an abstract approach to the science curriculum, educators argue, is that the former provides students with a frame of reference for understanding science by relating it to the world around them.

But although most good science teachers favor more applications, according to Mr. Aldridge, the curriculum materials most commonly used are still based on those developed in the 1960's, which deliberately avoided applied science.

The curriculum designers "were 100-percent opposed to the notion of applications," says Paul deHart Hurd, emeritus professor of education at Stanford University. "Those were eliminated deliberately to make it pure science. They did that, and they did it very well."

"All the mainline curriculum efforts got rid of applications" in the 1960's, says Mr. Yager. "It's a 180-degree turn now from where we were in 1965. Now, most thinking is that applications are in. We took out refrigerators and televisions—all of that was bad. That was that elitism—we're after biochemists, to hell with the auto mechanics."

"Knowing basic concepts, showing interest, doing something, furthering interest" are goals of many reform-minded science educators

1982-83 Science Teacher Profile

Mean age of teachers	41.6 years
Mean years of teaching experience	16.7 years
Mean years of science teaching experience	16.3 years
Mean percent of class preparation time	10.9%
Percent expressing need for national curriculum development	52%
Percent expressing need for more appropriate science texts	53%
Percent expressing need for more appropriate teaching materials	60%

Career plans for next five years:

1. Remain in classroom	66%
2. Move to administration	5%
3. Move to College teaching	1%
4. Pursue full time graduate studies	1%
5. Retire	8%
6. Change careers	14%

*Based on NSTA Survey of teachers with science teaching load of 50% or more.

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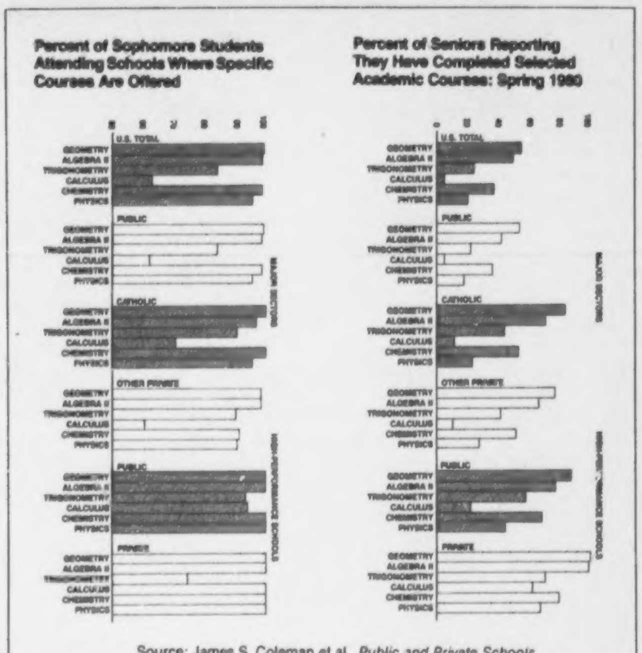

Source: James S. Coleman et al., *Public and Private Schools*

today, says Mr. Yager. "If anything, a school program ought to be designed to increase interest."

The emphasis on applications, science educators argue, should be infused into the entire secondary-school science curriculum.

Currently, most junior-high students take courses in general science or, in some cases, earth sciences. The goal of those courses is to provide an overview of many topics. But by covering too much material too quickly, the courses may backfire, causing more frustration than satisfaction.

"[It] tends to be a smattering of everything," says Mr. Aldridge of the general-science courses. "It's worse than high school. The material is compressed into a few days; there's no hierarchy."

Instead, he and other experts propose that the learning strategy initiated at the elementary level—the focus on building understanding through experience and observation—be continued on into the upper grades.

According, to the science-education conference report, "Concrete experiences should be used to build on and further develop the basic skills of science introduced in the elementary grades."

"Though the emphasis of the program should focus on concrete experiences," the report says, "problem solving and logical reasoning experiences should be interwoven so that students can ask questions, manipulate variables, and make generalizations and develop concepts."

"Continue observations," says Mr. Aldridge. "There are things that become more complex. Look at unusual phenomena. Students can be starting to look at how things work," but should not be given detailed explanations.

"The important thing at the junior-high level is to get them to focus on things of strong personal interest," Mr. Aldridge says. "You wouldn't want to do [a course on] science and society at that stage."

The conference report also urges that junior-high science use an "integrated or unified approach which covers earth, physical, life, and health sciences during the year." Mr. Aldridge and others suggest that topics such as musical acoustics, lasers, and human physiology provide a good framework for teaching the concepts of science to young adolescents.

Most students now take biology in 10th grade. Many go no further; those who do usually take chemistry in the 11th grade, and physics—if anything—in the 12th grade. Although some states have recently started requiring students to take more than one year of science, many continue to demand only a year.

The modifications to the current high-school program being urged by those in the field include changes in both content and sequence; they want both "more *and* different" courses. As with mathematics, reformers agree that simply requiring more of the same, without considering what kind of program would best serve a wide range of students, is not particularly useful.

"There needs to be some very careful consideration of what gets done," says Mr. Hurd, citing the 18 or so states that have recently doubled their science requirements. "What does this do? We don't have qualified teachers, so it compounds the teacher shortage. Two years of doing what is already proving ineffective is compounding the nonlearning. If you double the requirements of science, you're already doubling what kids dislike."

Mr. Hurd once asked a group of students what they thought of increased requirements in science, and one replied that the result would be that "there will be more of us who won't be graduating from high school."

"That's not a very productive educational program," Mr. Hurd says.

INCLUDING TECHNOLOGY

One way to make required science courses more productive for all students, some educators believe, would be to integrate science and technology so that students could see how the fields interact with one another in society. The science-education conference report recommends such courses for students in grades 9 and 10.

Using problems that integrate knowledge from engineering, physics, biology, earth science, and applied mathematics, students would confront material that is "as intellectually demanding as the traditional courses," the report says. "The quantitative and problem-solving aspects will be of a much higher level than what is usually described as a 'general science' course for nonscience students," the report says.

Mixing science and technology in one course represents an about-face from the post-Sputnik reforms, when the modest real-world examples were "purged." The former Stanford educator points out that the examples of technology included then—how you plant a field, for example—were "pretty bad." "That's not what modern technology means," he says.

"Modern technology is a social force," Mr. Hurd contends. "In the 1960's and 1970's, science and technology were essentially married. You cannot make a sharp distinction now. We have a general recognition [of] a new paradigm."

By the 11th grade, when many students begin to consider careers, they should have a choice of courses in the various disciplines, with more options added in the 12th grade. The approach to science in these grades can gradually become more abstract, the science-education conference report suggests.

Another proposal that enjoys considerable support would involve teaching all three of the major disciplines each of the three years from the 10th through the 12th grade. Under that system, 10th- and 11th-grade students might spend three periods per week on biology and one each on chemistry and physics; in the 12th grade, the emphasis would shift away from biology, toward chemistry and physics. Alternatively, students might be offered single-semester courses of the various disciplines.

The conference participants agreed, however, that it is important that students take the science-technology sequence. "The conference did not favor the omission of the proposed science-technology sequence in order that advanced-placement courses in the traditional sciences could be reached more rapidly," the report states.

THE DEBATE OVER VALUES

The consensus that is emerging on the desirability of including technology and other applications in science courses does not yet extend into the realm called "values," educators acknowledge.

Some argue that the science classroom is the best place to discuss ethical and social questions related to science, and that "science and society" classes are the best forum for such discussions. "It's the glue," Mr. Yager says of this approach. "It's what makes science meaningful."

But others contend that science teachers must set firm limits on what is germane to their subjects. "Students must learn the difference between science and technology, and the effects of technology on their lives," says Ms. Kahle. "But as far as teaching a course on ecological issues instead of on a whole range of biological issues, I think that has been one thing that has weakened the national test scores."

"You can deal with the science, and go into the topic of acid rain as an application," says Mr. Aldridge of the science teachers' association. "You say to students, 'What we can do is tell you what the scientific component is,' but we've got to stop there. The social and political part has to be dealt with elsewhere. Once you bring it into the classroom, it ceases to be science."

Continued on next page

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Continued from previous page

"The whole point about science," he observes, "is that there are many questions that cannot be answered scientifically."

Currently, few districts are teaching science and society courses, according to Mr. Yager, although a number of private schools and some other countries are employing this approach. Consequently, there are few textbooks that integrate social issues with science.

The American Chemical Society is developing a course that some science educators say may serve as a model. The course, "Chemistry in the Community," will consist of one introductory module and eight issue modules. Each will be designed to cover four to six weeks of class time.

The course, designed for students in the 10th through 12th grades, uses "chemical concepts as a basis for helping students understand and consider solutions to a number of current technology-related problems," according to the A.C.S. description of the materials. Topics covered include water, food, petroleum, chemical resources, the chemical industry, and nuclear issues.

The emphasis is on the science that students need to know in order to make decisions about the issues, according to Sylvia Ware, head of educational services for the society and project manager for "ChemComm." Each module includes a "decision-making activity" at the end, which requires students to apply their knowledge to a specific societal problem.

So far, the teachers and students who have used the materials on a test basis have reacted favorably, Ms. Ware said. Teachers report that students are enthusiastic about tackling the societal issues, and some planned to seek further data outside of class to support their positions. The A.C.S. hopes to finish editing the materials by the spring of 1984 and will continue testing them as they are developed.

One concern about "science and society" courses, some educators believe, is that they would be reserved for less able students and would carry a stigma of being second rate.

"This dualism is the worst thing for the science-and-society classes," says Mr. Yager. "We've still got that elitism. We'll end up with nobody in science and society [classes] except those judged average and below. We'll end up with nothing. That would just doom the whole thing."

NEW TEXTBOOKS NEEDED

Because science teachers rely heavily on textbooks, updating them will be a significant impetus, science educators say, in the revival of science in the schools. In biology, where recent discoveries have revolutionized the knowledge base, revisions ought to include much new information, biologists suggest.

And if the shift toward applications catches on, texts that now use an abstract approach to science would have to be rewritten to reflect the new approach. Similarly, science and society courses would require textbooks that link the two topics.

The concept for such books has already been forged, according to Mr. Hurd, at the higher-education level. "How much modification could be made is hard to say, but we do have a lot of models at the college-freshman level," he says of the science and society textbooks. About 1,000 colleges and universities offer courses or programs in science, technology, and society. "We wouldn't be starting from scratch," Mr. Hurd notes.

COMPUTE

Continued from page 19

"photogate" instruments, which measure the acceleration of objects at several points on an "air track," and similar instruments that measure the movement of objects too small for the human eye, the official says.

Because mathematics and science require that students build on their knowledge more than some other subjects, educators say, the computer can be valuable as a "manager" of educational programs. By entering data on student performance, teachers can track students' progress in specific curricular goals—and give special attention to their weaker skills. Teachers can then be assured that students have the skills they need at all levels of activity.

The computer can receive such information in several ways. Some testing programs evaluate the data and indicate which areas should receive special attention. Other programs require special "inputting" of information.

"These [computer programs] can analyze patterns of errors. Worksheets can't do that," says Mr. Powell.

FUNDAMENTAL CHANGES

The computer eventually could lead to fundamental changes in the mathematics and science curricula, the experts note. The computer not only requires greater familiarity with some complex mathematical concepts, they say, but it can also reduce the need for many of the basic computational routines that are usually taught throughout elementary school.

Mr. Powell says students will need to have more advanced mathematics and science backgrounds than their parents. "In Japan, virtually every kid has some kind of calculus," he says.

Jonathan Choate, chairman of the mathematics department at the Groton School, has developed a two-year mathematics curriculum for the computer that teaches high-school students systems dynamics—a subject that he says normally is not taught until college.

Mr. Choate said the course now involves the school's most talented students, but the curriculum soon will be used across the board.

Mr. Tinker of TERC and others say educators should at least partly "prune" several areas from the math and science curricula because of the computer.

Among the topics that Mr. Tinker says he would give less emphasis to are: rote algorithms; fractions; axiomatic geometry; several operations typical in algebra classes, such as root extraction, simultaneous equations, and trigonometric functions; many calculus proofs; and much of the specialized science vocabulary, which he says means little to most students.

"Much of what we now teach in elementary school can now be done with a $5 calculator," says Mr. Kansky. "You could release students for at least half of their time . . . and move on to more problem solving."

PROFILE

Continued from page 10

For their part, science and math teachers say their jobs are not easy. Like Mr. Harris of Seminole County, many are poorly paid and hampered by inadequate budgets. A recent N.S.T.A. survey found that 60 percent of science teachers have had their supplies and equipment budgets cut in the past few years.

One consequence of tight budgets is bigger classes and therefore less individual instruction. "In a 'hands-on' subject like chemistry, where you have to teach kids things as basic as how to hold a test tube, how can you possibly do a decent job with 35 or 40 kids?" asks Mr. Harris. "Two minutes per day per student is not enough."

Other teachers say they must compete with such distractions as part-time jobs for the attention of increasingly disinterested students, and that they get little help from parents.

"When you teach 150 students a day and 20 of them are absent each day and others come in saying things like 'I had to close Wendy's last night, I couldn't get the assignment done,' the learning process slows down. What you planned to cover in one day takes two or three," says Hank J. Ryan, who has taught physics and chemistry at Mounds View High School in suburban Minneapolis for 18 years.

In addition, in a period of sharp enrollment drops in many parts of the country, many senior teachers have shifted from other subjects into math and science under union-backed seniority rules—at the expense of better qualified but less senior math and science teachers.

The result, says F. James Rutherford of the American Association for the Advancement of Science, is that "there are no jobs. In San Francisco they have not hired a teacher in eight years. They have a shortage of math teachers, but they don't hire math teachers."

Ms. Useem of Northeastern University found in her 1982 study, for example, that in four of seven school systems in the Boston area, senior elementary teachers with K-8 certificates had "bumped" less-experienced junior-high math and science specialists. These replacements were clearly less qualified than the specialists they replaced, administrators reported.

"It's hard to see how students are served by such a policy," says Mr. Williams of North Carolina State University.

Finally, a number of school systems, including Pittsburgh's, have reported that there are virtually no math and science teachers on their substitute lists. (Nationally, teachers miss an average of eight days each school year.) But a recent study in North Carolina found that nearly 2,500 people in administrative and other positions in the state's schools are certified to teach math or science but are not doing so.

The shortage of competent math and science instructors is not serious in all subjects or in all areas of the country. Many states report an adequate supply of biology teachers. Small, rural schools typically have a harder time finding science teachers than suburban schools

Also, the U. S. Census Bureau predicts that 75 percent of the expected increase in children ages 5 to 14 will occur in the Southern and Western states, suggesting that the demand for math and science teachers will be greater in those regions.

But many agree with Mr. Howe of Iowa State that the shortage of competent math and science instructors will probably worsen in the next few years. A variety of indicators suggest as much:

•The education schools have graduated fewer and fewer teaching candidates since 1971. Only 20 percent as many math candidates were graduated from Iowa colleges in 1982 as in 1971, according to a recent survey by Mr. Howe and Jack Gerlovich of the Iowa department of education. Only 32 percent as many science candidates were trained. The figures reflect national trends.

Meanwhile, the high-school population has declined nationwide by 15 percent during the past 10 years.

•Many math and science majors are not going into teaching. Only 20 certified math teachers were graduated in Texas last year, and 11 of them took jobs outside teaching. In North Carolina, 50 percent of those trained in math or science in 1980 did not teach, and 30 percent of those who took positions as science teachers did not return for a second year. At the University of Missouri, the largest supplier of teachers in that state, 75 percent of the students certified in math or science in 1981-82 did not go into teaching.

By asking a representative sample of principals how many more classes they would have offered if needed resources and or teachers were available, the N.S.T.A. has estimated that 6,325 full-time teaching positions were unfilled during the 1982-83 school year and that 790,000 students were not offered math and science courses due to a lack of resources and/or teachers.

(Other N.S.T.A. survey information indicates that approximately 16.6 million students were enrolled in math and science courses in grades 8 through 12 nationally during the past school year.)

•The number of 19-to-25-year-

Estimated Supply of Secondary Biology, Chemistry, Physics, General Science, Earth Science, and Mathematics Teachers by State in 1983

State	Biology	Chemistry	Physics	General Science	Earth Science	Math
Alabama*	slight surplus	shortage	critical shortage	adequate	shortage	no response
Alaska	adequate	adequate	adequate	adequate	adequate	adequate
Arizona	adequate	adequate	adequate	adequate	adequate	shortage
Arkansas	adequate	shortage	shortage	shortage	adequate	shortage
California	shortage	shortage	adequate	shortage	adequate	critical shortage
Colorado*	shortage	shortage	shortage	shortage	shortage	shortage
Connecticut	adequate	shortage	critical shortage	adequate	shortage	shortage
Delaware	slight surplus	adequate	adequate	slight surplus	adequate	shortage
District of Columbia	adequate	critical shortage	critical shortage	adequate	adequate	critical shortage
Florida	adequate	shortage	critical shortage	adequate	shortage	shortage
Georgia	adequate	shortage	shortage	shortage	adequate	adequate
Hawaii	shortage	shortage	critical shortage	adequate	shortage	shortage
Idaho	slight surplus	shortage	shortage	adequate	adequate	shortage
Illinois	adequate	critical shortage	critical shortage	shortage	shortage	critical shortage
Indiana	shortage	critical shortage	critical shortage	critical shortage	critical shortage	critical shortage
Iowa	slight surplus	shortage	critical shortage	adequate	shortage	critical shortage
Kansas	slight surplus	shortage	critical shortage	adequate	shortage	critical shortage
Kentucky	adequate	critical shortage	critical shortage	critical shortage	critical shortage	critical shortage
Louisiana	adequate	shortage	critical shortage	adequate	shortage	shortage
Maine	adequate	shortage	shortage	adequate	adequate/shortage	shortage
Maryland	slight surplus	shortage	critical shortage	critical shortage	critical shortage	critical shortage
Massachusetts*	surplus	adequate	adequate	surplus	surplus	adequate
Michigan	adequate	adequate	shortage	adequate	adequate	shortage
Minnesota	surplus	adequate	adequate	adequate	shortage	adequate
Mississippi	adequate	shortage	critical shortage	adequate	adequate	critical shortage
Missouri	shortage	critical shortage	critical shortage	shortage	critical shortage	critical shortage
Montana	shortage	shortage	shortage	adequate	adequate	shortage
Nebraska	adequate	shortage	shortage	adequate	shortage	shortage
Nevada	slight surplus	shortage	shortage	no response	adequate	critical shortage
New Hampshire	adequate	critical shortage	critical shortage	critical shortage	shortage	critical shortage
New Jersey	no response	no response	no response	no response	no response	no response
New Mexico	slight surplus	adequate	shortage	surplus	critical shortage	slight surplus
New York	adequate	shortage	critical shortage	shortage	shortage	shortage
North Carolina	adequate	critical shortage	critical shortage	shortage	shortage	critical shortage
North Dakota	slight surplus	adequate	shortage	adequate	adequate	shortage
Ohio	adequate	critical shortage	critical shortage	shortage	shortage	adequate
Oklahoma	adequate	adequate	adequate	shortage	shortage	shortage
Oregon	adequate	critical shortage	critical shortage	adequate	critical shortage	shortage
Pennsylvania	slight surplus	critical shortage	critical shortage	adequate	shortage	shortage
Rhode Island	slight surplus	adequate	adequate	adequate	no response	adequate
South Carolina	shortage	critical shortage	critical shortage	shortage	critical shortage	critical shortage
South Dakota	adequate	critical shortage	critical shortage	adequate	shortage	critical shortage
Tennessee	adequate	shortage	shortage	adequate	adequate	shortage
Texas	surplus	critical shortage	critical shortage	no response	shortage	shortage
Utah	adequate	shortage	shortage	adequate	adequate	shortage
Vermont	adequate	shortage	critical shortage	shortage	shortage	shortage
Virginia	surplus	shortage	shortage	surplus	critical shortage	shortage
Washington	adequate	shortage	shortage	adequate	shortage	shortage
West Virginia	no response	no response	no response	no response	no response	no response
Wisconsin	slight surplus	shortage	critical shortage	shortage	adequate	shortage
Wyoming	adequate	adequate	adequate	adequate	adequate	adequate
American Samoa*	shortage	critical shortage	critical shortage	shortage	shortage	shortage
Puerto Rico	slight surplus	critical shortage	critical shortage	adequate	critical shortage	no response

SOURCE: State Department of Public Instruction, Iowa
*1983 data not available, 1982 data shown here

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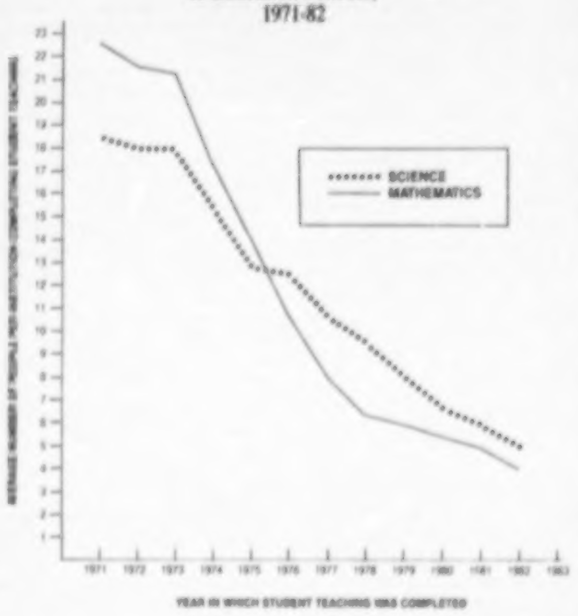
The Missing New Teachers:
Decline in the Output of Education Schools, 1971-82



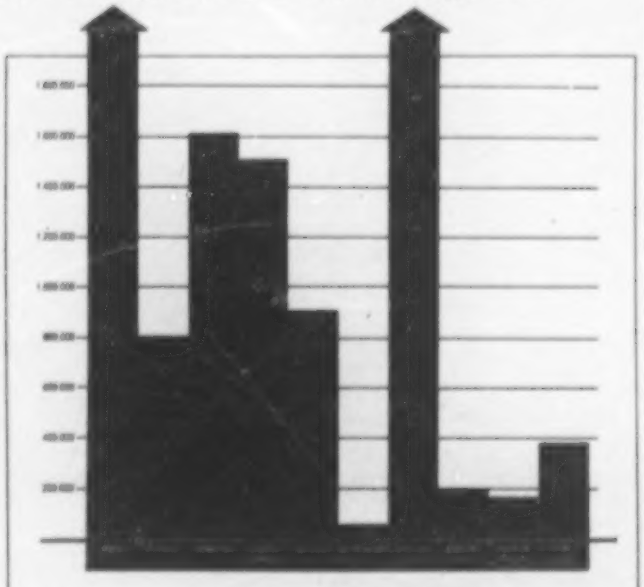
olds, the age group from which most beginning teachers come, will drop by 25 percent in the next 12 years, the Census Bureau reports. In contrast, the school-age population will grow by 5 percent by 1990.

•The salaries of public-school teachers have declined in real terms over the past decade. The average 1982-83 salary of $20,531 buys 12 percent less than the average 1971-72 salary did. According to figures from the American Federation of Teachers, entry-level salaries for New York City teachers in 1982-83 averaged $11,821 for science, math, and engineering graduates, while salaries of graduates with those credentials who went into the private sector averaged $24,500.

•The average age of math and science teachers is high—41.6 years, according to a December 1982 N.S.T.A. survey. The average age of New York City physics teachers is 55, and Ms. Useem found that only 7 of 158 math and science teachers in seven Boston-area school systems are under the age of 30. Many math and science teachers will be retiring within the next decade or so.

•The December 1982 N.S.T.A. survey also found that 2.5 times as many science and math teachers left teaching for other jobs between 1981-82 and 1982-83 than retired. In Mr. Harris's area of Florida, math and science teachers are taking jobs as computer salesmen, stock analysts, supervisors at Disney World, and support personnel in the space program at Cape Canaveral.

But how, as the flow of able science and math teachers into the field seems to be drying up, states are moving to raise either their high-school graduation standards or their college admissions requirements in math and science. It appears that such additional requirements may exacerbate the current shortages of math and science teachers. Says Mr. Aldridge of the N.S.T.A.: "If we think we've got a shortage problem now, wait until school systems try to staff all the new courses that are being mandated."



High-School Students Taking Science Courses, 1982-83

Source: National Science Teachers Association

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MERIT PAY

New laws in California and Florida, emerging programs in several school districts, and various proposals at the state and federal levels indicate that the movement to link teachers' salaries to performance is taking on a life of its own.

See Page 5.

STUDENT INTEREST

Based on an analysis of test scores, educators have concluded that a decline in the academic performance of Illinois students since 1970 results more from their home environments and their lack of motivation than from factors in school.

See Page 8.

BIBLE STUDY

A federal judge has ruled that Bible classes in a Virginia elementary school are unconstitutional as now operated, but can be continued if they are brought under the school board's control, do not attempt to indoctrinate, and are made voluntary.

See Page 9.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 40 · August 17, 1983 *© 1983 Editorial Projects in Education*

Justice Dept. Backs Narrow Reading of Title IX

By Tom Mirga

WASHINGTON—The Reagan Administration was harshly criticized last week for its decision to argue before the Supreme Court for a narrow interpretation of the law that aims to bar sex discrimination in education.

Numerous civil-rights groups issued statements castigating the Administration for its position, which was outlined in a legal brief filed with the Court on Aug. 5 in *Grove City College* v. *Bell*. In addition, a bipartisan group of 47 representatives and three senators filed an unusual "friend-of-the-court" brief with the Court last week arguing that the Administration's stance seriously misinterprets the intent of the law, Title IX of the Education Amendments of 1972.

At issue in the *Grove City* case is the right of the Education Department to cut off funds to the small, independent college in Pennsylvania because it refuses to sign a statement assuring the government that it will not practice gender discrimination.

College Questions Compliance

The college contends that it does not have to comply with Title IX, which prohibits any educational "program or activity" receiving federal financial assistance from discriminating on the basis of sex, because it receives no aid directly. The government argues that the law applies to the college because some of its students receive federal tuition grants.

The dispute between the civil-rights groups and the Administration centers on the Administration's interpretation of the "program or activity" clause in the statute.

Previous administrations have contended that when a school or college receives any amount of federal aid of any type, the institution itself is the "program or activity" receiving aid and, therefore, it must comply with the law universally.

But in the brief that it filed with the Court last week, the Reagan Justice Department rejected that longstanding position and said that the college need only comply with Title IX in its financial-aid department because that department is the only direct recipient of federal aid.

"The 'education program or activity' that receives these federal grants is the college's financial aid program, and it is that pro-

Continued on Page 17

New Jersey's High Court Strictly Limits Student Searches

Invalidates Evidence in Two Students' Drug Cases

By Tom Mirga

The New Jersey Supreme Court ruled in two cases last week that the Fourth Amendment protects students from unreasonable searches and seizures while they are in school.

In doing so, the state's highest court invalidated evidence that two students were selling drugs in their high schools. In the first case, *State in the Interest of T. L. O.*, school officials obtained evidence after searching a 14-year-old girl's purse that she was selling marijuana to other students. In the second case, *State of New Jersey* v. *Engerud*, officials used a pass key to open the locker of an 18-year-old student and obtained evidence that he was selling methamphetamine.

According to the court's ruling, handed down on Aug. 8, the students' right to privacy outweighed "the schools' obligation to maintain order."

Furthermore, the court established a new three-part test that New Jersey school officials must use in the future to determine whether a search is permissible. Under that test, the problem must be "prevalent and serious," it must be urgent, and the justification for the search must be based on significant and reliable information.

Gwendolyn H. Gregory, deputy legal counsel for the National School Boards Association, called the court's decision "unfortunate," adding that "it would not appear to protect the interests of children."

"There is no degree of unanimity in these types of cases at either the federal or state court levels," Ms. Gregory said. "It's difficult to find a common thread. But I think it would be fair to say that, at least in the cases of lockers, courts will lean toward the point of view of the schools, particularly if

Continued on Page 17

Reduction-in-Force Is Viewed as an Administration Attack on E.D.

By Eileen White

WASHINGTON—A plan by the Reagan Administration to eliminate more than 100 positions in the 5,200-person Education Department, and to reorganize certain offices, has prompted criticism from members of Congress and from the union representing department employees.

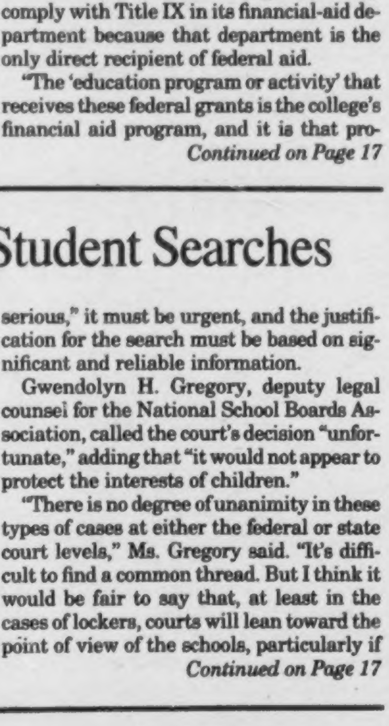
The reduction-in-force, which would affect personnel who administer the Chapter 1 program, vocational education, migrant education, impact aid, Indian education, and the women's educational equity program, is characterized by Administration officials as a way to eliminate "top-heaviness" in the management ranks and to meet personnel ceilings imposed by the federal Office of Personnel Management.

But House members have charged that the planned staff reductions are the first step in an attempt by the Administration to eliminate the department through administrative procedures, after the Congress refused to do so legislatively. The department, they pointed out, has already lost 25 percent of its staff since President Reagan took office, mainly through a hiring freeze, retirements, and attrition.

Program Reorganization

At a hearing earlier this month, Representative William Ford, Democrat of Michigan, told a panel of Administration representatives that "one person's reorganiza-

Continued on Page 11



Charles Heatherly

New York Regents Take a First Step Toward Reform

Endorse Extended Year, Tougher Requirements

By Charlie Euchner

The New York Board of Regents last month gave preliminary approval to a set of proposals that would produce significant changes in the state's education system—including an increase in graduation requirements in all major subjects, more frequent testing of students, a longer school year, and higher standards for teachers.

The Regents will hold 10 meetings across the state this fall to hear public comments on the measures and will take final action next February or March. The state could begin phasing in the wide-ranging changes as early the fall of 1984, officials said.

Gov. Mario M. Cuomo and the state legislature will have to approve any programs that require additional funding. One teachers' organization has estimated that the reforms could cost New York schools an additional $1 billion annually.

Commissioner of Education Gordon M. Ambach said he will have cost estimates for the package ready by next year. "I'm very optimistic about the legislature," he said. "I believe that what the legislature is looking for is a way to connect additional funds to program changes."

Mr. Ambach said the legislature showed a willingness to increase its role in education by increasing state aid to local districts by $1.2 billion over the last four years, despite fiscal problems.

Course Requirements

The plan, which would be phased in over the next 12 years, calls for students to take at least one more course in mathematics, science, and social studies; current policies require one year of mathematics, one year of science, and three years of social studies. Students seeking the Regents's honors diploma would be required to take additional courses in both mathematics and science.

All students also would be required for the first time to take courses in the arts, show proficiency in a foreign language, and demonstrate an ability to use computers in several applications.

Students would take more state-mandated examinations, including four new tests in social studies, two new tests in science, and one new test in a foreign language. Occupational-education students, for the first

Continued on Page 17

IN SUMMARY

Gathering Momentum
Merit-pay plans have passed in Florida and California and are under consideration at federal, state, and local levels. **Story on Page 5.**

Significant Action
Legislatures in several states have acted on collective-bargaining issues this summer. **Story on Page 6.**

E.T.S. Passes a Test
The testing organization's method of invalidating the test scores of students suspected of cheating is upheld in court. **Story on Page 6.**

No Thirst for Knowledge?
Students' performance in Illinois has declined since 1970, and analysts say lack of motivation is the main reason. **Story on Page 8.**

A Decision in Bristol
A federal judge says Bible classes are permissible if they are optional, objective, and controlled by the school board. **Story on Page 9.**

Paying the Bill in Chicago
Congress has voted to let the Education Department use student-loan funds to pay school-desegregation costs. **Story on Page 10.**

Customized Skills Training
Twenty states now have "quick-start" programs to train vocational students for new and expanding industries. **Story on Page 10.**

Education for the Handicapped
Members of a Senate subcommittee have criticized the Education Department's annual report on P. L. 94-142. **Story on Page 10.**

Tax Deductions for Tuition
In *Mueller* v. *Allen*, the Supreme Court for the first time approved tuition relief for private-school students. **Full Text on Pages 12-15.**

Trading Places
More than 150 U. S. teachers will spend next year in a foreign country under the Fulbright Teacher Exchange Program. **Story on Page 16.**

Appointments 22
Colleges Column 9
Commentary ..... 18 and 24
Databank 16
Deadlines 22
Events 22
In Federal Agencies 10
Letters 20
Marketplace 23
New Bills 10
Publishing Column 21
Washington News 10

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THE NEWS IN REVIEW

FEDERAL

President Approves Funding Increases For Three Programs

President Reagan late last month approved a funding bill that increases the fiscal 1983 appropriations for educating disadvantaged and handicapped children and for the school-lunch program.

The measure, approved on July 30, boosts funds for special-education grants to the states by $970 million, for special-education resource centers by $1.2 million, and for "centers for independent living" by $2.1-million.

It also includes an additional $40-million for the $3.2-billion Chapter 1 program for educationally disadvantaged students. The funds are to be used to offset the loss to numerous states this fall, when the Education Department begins allocating Chapter 1 funds on the basis of 1980 census data.

The funds for special education and Chapter 1 will affect schools' programs in the 1983-84 school year. For the school-lunch program, the bill adds $118 million to the $3-billion already spent on school meals this fiscal year. The money will be used to reimburse schools for funds spent in the 1982-83 school year.

Demand for Loans Expected To Rise

Borrowing under the $6.2-billion federal Guaranteed Student Loan Program is expected to increase by 25 percent, to $7.7 billion, in fiscal 1983, according to new estimates by the Office of Management and Budget.

Analysts say that demand for student loans may be spurred by higher college costs, the weak economy, and better public understanding of new eligibility rules for the program.

Last year, when more stringent eligibility rules were established, borrowing declined by 20 percent, from $7.8 billion to $6.2 billion.

This month, the U. S. Education Department announced that interest charged on the guaranteed loans will drop from 9 to 8 percent in September. The lower rates will apply only to students who are borrowing under the loan program for the first time.

The change stems from a 1980 law that requires the interest to drop to 8 percent if the rate paid on U. S. treasury bills is less than 9 percent in the course of a year.

House Panel Affirms Strong Commitment To School Quality

Following the report of the National Commission on Excellence in Education, the House education subcommittee has approved a resolution that reaffirms the federal government's role in education.

The measure, which will be taken up by the full Education and Labor Committee after the August recess, expresses the "sense of the House" that the federal government should set national priorities in education and support programs through the Education Department for disadvantaged precollege and college students.

The measure was approved early this month, as the chairman of the committee, Representative Carl D. Perkins, Democrat of Kentucky, released the results of a survey of members of the commission.

Of the commission's 18 members, 10 had responded to the survey. Eight of those who responded said the commission's report calls for more federal funding for education, according to Representative Perkins.

The survey, and the resolution, are designed to counter the Reagan Administration's efforts to "reverse" the growth of the federal role in education "at the very moment that a rededication to the needs of education is most urgently required," Representative Perkins said.

Wirth Introduces Bill To Promote Computer Literacy

A bill introduced last week by Representative Timothy E. Wirth, Democrat of Colorado, would appropriate $3.2 billion in grants over the next 10 years to promote "computer literacy" in schools.

The main component of the bill would provide $300 million annually to the Education Department to distribute to states for computer hardware purchases. State departments of education would distribute the funds.

No school with more than one computer for every 30 students would be eligible for grants.

Another $20-million annual appropriation would provide grants to states for training teachers and administrators to use computers.

The bill also calls for the National Institute of Education and the National Science Foundation to evaluate hardware and software that schools plan to purchase with the grants.

The bill, which has been referred to both the Education and Labor Committee and the Science and Technology Committee, has 46 cosponsors, an aide to Representative Wirth said.

The aide said the bill does not include money for developing software because the hardware purchases "would be creating a tremendous market" for software manufacturers.

Private Schools Ordered To Seek Minority Teachers

In the wake of the recent U. S. Supreme Court decision barring tax breaks for racially discriminatory schools, a federal judge in Washington, D. C., has ruled that private religious schools in Mississippi must recruit minority faculty and staff members in order to qualify for tax-exempt status.

In the case, *Green* v. *Regan*, U. S. District Judge George L. Hart also rejected the claim of the Clarksdale Baptist Church that the Internal Revenue Service's inspection of school admissions records would violate church officials' First Amendment rights.

The ruling was based on the Supreme Court's rejection of First Amendment claims by two educational institutions in *Bob Jones University* v. *United States*.

The decision, in the *Green* case, which was brought as a class action in 1969, would require affirmative action in admissions and hiring by private religious schools throughout Mississippi.

The ruling will be appealed, according to the schools' attorney, William B. Ball, who also represented Bob Jones University.

R.I. Suit Challenges Transfer of Funds To Church Schools

A U. S. District Court this fall will hear a challenge to Rhode Island's practice of distributing block-grant money to church-affiliated schools, but the court refused to stop distribution of the money before the trial is completed.

State affiliates of the American Civil Liberties Union and the National Education Association and 12 taxpayers filed suit to block distribution of money to private schools. Private schools used $350,000 of the state's $2.2 million in Chapter 2 money last year, according to an official in the state's department of education.

The A.C.L.U. has charged that the materials bought by the private schools can be used for religious instruction and therefore the purchases were in violation of the establishment clause of the U. S. Constitution.

Both Rhode Island and the U. S. Education Department were named as defendants.

The state this year requires private schools to declare that they will not use materials bought with Chapter 2 funds in sectarian or ideological instruction, state education officials said. The schools are already required by the federal government to sign a similar statement.

Governors Throw Their Weight Behind Merit-Pay Movement

Initiatives on Compensation, Master Teachers Proliferate in States and Districts

By Thomas Toch

The movement to link public-school teachers' pay to their performance has continued to gain momentum across the country, even though President Reagan has spoken less about it in recent weeks and leaders of the two major teachers' organizations believe it is being overemphasized.

New merit-pay programs have been enacted, or are under consideration, in a number of states and large school districts, and policymakers at both the state and federal levels are calling for new initiatives to strengthen teaching.

The National Governors' Association, meeting in Portland, Maine, last month, endorsed a number of resolutions intended to "express a new and higher regard for teachers." These included a call for states and school systems to create "career ladders" for teachers; improve methods for recruiting, training, and paying teachers; and find "new ways to honor teachers."

The nation's governors also urged that states find ways to make it easier for "qualified outsiders to serve in the schools" as teachers and that states "examine and tighten procedures for deciding which teachers to retain and which to dismiss."

Master Teachers, Merit Pay

At its annual meeting in Denver last month, the Education Commission of the States also focused on merit pay, master teachers, and the development of new methods of rewarding public-school teachers. Gov. Lamar Alexander of Tennessee, Don Cameron, executive director of the National Education Association (N.E.A.), and Albert Shanker, president of the American Federation of Teachers (A.F.T.), took part in a panel discussion on merit pay in general and Governor Alexander's proposed master-teacher plan for Tennessee. *(See excerpts on pages 18 and 19.)*

Mr. Shanker, suggesting the A.F.T.'s reason for its qualified support of the Tennessee plan, said: "It may very well be that the only way to get the public in Tennessee or some other state to support a massive infusion of funds in improvement of education is to go with something like this. That does not mean that I agree with the public, and it does not mean that they are right. But we are all practical people, and if the difference is getting nothing because the public feels that you are doing the same old thing or getting a tremendous infusion of new funds by doing something that we don't think is perfect or absolutely right, I think the right strategy is to involve the public and get the additional support."

The A.F.T., using its conciliatory position on the state's proposed master-teacher plan as leverage, will mount a major organizing effort in Tennessee at the end of this month, according to a union spokesman. Currently, an (N.E.A.) affiliate, the Tennessee Education Association, represents the overwhelming majority of the state's 46,000 teachers.

Other Actions

Among other significant actions in recent weeks:

- The governors of Florida and California signed bills creating state-funded master-teacher programs that will offer the states' best teachers increased salaries and status.

The new Florida law offers all of the teachers in the state an opportunity to apply for the position of "associate master teacher" if they have three or more years of experience, hold, or are working toward, a master's degree, pass a written examination in their subject area, and earn favorable ratings on an annual evaluation in their schools.

These teachers must also pass an evaluation by a state-trained panel consisting of a subject-area specialist from outside the teacher's school system, a principal, and another teacher. The state will grant teachers master-teacher certificates that will be valid throughout Florida for three years and will, pending final recommendations by a state panel and funding by the legislature, pay associate master teachers an additional $3,000 a year.

After a teacher has been an associate master teacher for three years, he or she may apply to become a master teacher, through a similar review system. Florida is likely to pay these teachers $5,000 annually, according to Garfield W. Wilson, director of teacher education and certification in the state.

The entire program is tentatively scheduled to begin in the fall of 1984 and is expected to cost the state $80 million for the 84-85 school year.

California, under a "mentor-teacher" plan, will pay the top 5 percent of the teachers in each school system a $4,000 bonus in each of the next three school years.

The mentor teachers will be recommended locally by panels of educators (a majority of whom will be teachers) and will be selected by school boards. The law calls for them to work with beginning or less effective colleagues, although the terms of their work will be negotiated locally. The California Teachers Association, which endorsed the plan, is recommending that the mentor teachers continue to spend at least 60 percent of their time teaching.

The program is expected to cost California $10.5 million in the 1983-84 school year.

'Academic Ladder'

- The Shawnee, Okla., school board recently approved a master-teacher plan that will create an "academic ladder" for its teachers, much like that used widely in higher education.

Teachers with over eight years of experience could earn up to 30 percent over their regular salary if, after applying to the program, they are selected as "master teachers" by eight-member panels of teachers, parents or community members, and school administrators. Master teachers would perform a variety of extra tasks in addition to their duties as full-time teachers.

The plan was proposed by Superintendent Elam Hertzler. He is former executive assistant to Secretary of Education Terrel H. Bell, who has begun in recent weeks to promote the concept of an academic ladder. *(See Education Week, July 27, 1983.)*

- Gov. Charles S. Robb of Virginia has proposed a $500,000 pilot project to test performance-based pay for two years in school systems that want to experiment with the idea.
- Gov. Bruce E. Babbitt of Arizona recently called for a merit-pay plan in that state that would give up to 20 percent of each school system's elementary-school teachers as much as an 8-percent bonus each year.
- The Senate late last month passed a budget for the District of Columbia that included $1.5 million for a study of merit pay for teachers. The district is the among the 20 largest in the country.
- The Fairfax, Va., school system, also among the largest in the nation, has hired a consultant to study the possibility of implementing a merit-pay plan for teachers and administrators.
- The Alexandria, Va., school board has voted to pay merit bonuses to administrators and is considering doing the same for teachers.

State Policies on 'Master Teachers'

	State Policies on				State Policies on Extra Pay									
	Selecting Supervising Teachers		Recognition of Outstanding Teachers		For Supervising Teachers			For Outstanding Performance			Certification Requirements for Supervising Teachers		Inservice Training of Supervising Teachers	
	Yes	No	Yes	No	Yes	Amount Per	No	Yes	Amount Per	No	Yes	No	Yes	No
Alabama		X		X			X			X	X			X
Arizona[1]		X	X (in progress)		X	$100/new teacher				X	X (in progress)			
Arkansas		X					X			X		X		X
California		X		X			X	X*				X		X
Colorado		X		X	X	$75/quarter				X		X		X
Connecticut														
Delaware														
District of Columbia	X		X		X	Paid by universities				X		X		X
Florida		X		X			X	X*				X	X	
Georgia	X			X	X	$70 per student				X	X		X	
Idaho		X		X			X			X		X		X
Illinois	X			X			X			X	X			X
Indiana	X			X			X			X	X			X
Iowa		X		X			X			X		X		X
Kansas		X		X			X			X		X		X
Kentucky														
Louisiana	X			X		varies with all 22 colleges				X	X (Fall pilot program La. Tech)		X	
Maine		X		X			X			X		X		X
Maryland		X		X			X			X		X		X
Massachusetts	X			X (Teacher/Year Award)			X			X	X			X
Michigan		X		X			X			X		X		X
Minnesota		X		X			X			X		X		X
Mississippi														
Missouri		X		X			X			X		X		X
Montana		X		X			X			X		X	X	
Nebraska[2]		X		X			X			X		X		X[2]
Nevada		X		X			X			X		X		X
New Hampshire	X		X				X			X	X			X
New Jersey		X		X	X	$50/student teaching period				X		X		X
New Mexico		X		X			X			X		X		X
New York		X		X			X			X		X		X
North Carolina	will adopt in 82/83	X		X	will adopt in 82/83		X			X	X			X
North Dakota	X			X	X	$18/quarter hour				X	X		X	
Ohio	X			X			X			X	X			
Oklahoma		X		X			X			X		X		X
Oregon		X		X			X			X		X		X
Pennsylvania		X		X			X			X		X		X
Rhode Island	X			X			X			X	X			X
South Carolina		X		X	X	$85/semester				X		X	X	
South Dakota	X			X	X					X		X		X
Tennessee		X		X			X			X		X		X
Texas	X			X	X	$200/year				X		X	X	
Utah		X		X			X			X		X		X
Vermont	X			X			X			X		X		X
Virginia	X			X			X			X		X		X
Washington		X		X			X			X	X			X
West Virginia		X		X	X					X	X			X
Wisconsin	X			X			X			X	X			X
Wyoming		X		X			X			X		X		X

(1) "Yes" answers refer to assessment of beginning teachers.

(2) Colleges select master teachers.

* Policy enacted in July, 1983.

Source: Southern Regional Educational Board, 1983. Based on 1982 data.

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THE PAST YEAR—A Complete Index to Vol. II

In this issue, *Education Week* catalogues the major news and developments in American education over the past 12 months—more than 7,000 listings of articles, Databanks, and Commentaries, beginning with Issue 1, dated Sept. 8, 1982, and concluding with this issue.

See Page 15.

THE NEXT YEAR

To help you plan your schedule for the coming school year, *Education Week* will include in next week's issue a pullout calendar of professional meetings and events for the 1983-84 academic year, listed by date and by sponsor.

See Issue 1, Vol. III.

EDUCATION WEEK

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Poll Finds Public Endorsement of School Reforms

Favors More Homework, Classwork, and Testing

By Eileen White

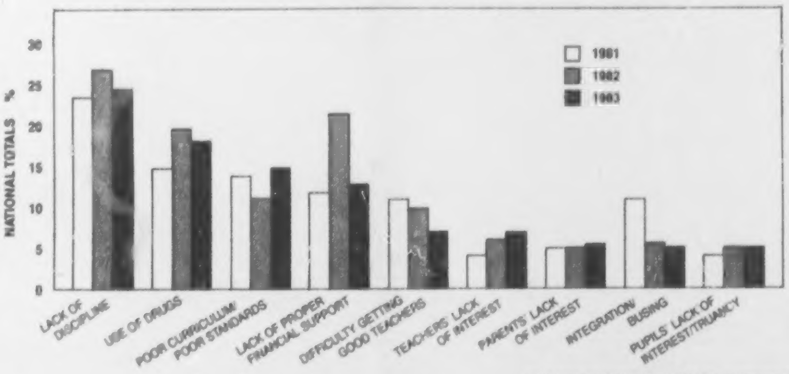
WASHINGTON—The latest edition of a national opinion poll has found that the American public largely agrees with the major findings of several recent blue-ribbon panels on education: The quality of the nation's public schools has declined, and broad reforms—including merit pay for teachers and a tougher curriculum—are needed.

The survey, conducted by the Gallup Organization early in May, reported that 87 percent of those who were familiar with the report of the National Commission on Excellence in Education agreed with its findings.

More significantly, according to the survey report, even those who had not yet heard of the commission's recommendations, which were released on April 26, were critical of the schools. Although four-fifths of those surveyed were "uninformed" about the report, 74 percent of that group agreed that "the quality of education in the U. S. public schools is only fair and not improving."

The survey, "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," also found support for some of the commission's specific recommendations. Those polled were in favor, by a two-to-one margin, of paying individual teachers based on the "quality of [their] work." Seventy-two percent said schools should make computers available to students. And a majority of those polled agreed that neither elementary nor high-school students are now required to work hard enough "in school and on homework."

Major Problems Confronting the Public Schools, 1981, 1982, and 1983



15th Annual Gallup Poll, *Phi Delta Kappan*

The results indicate that "the commission report had not substantially changed the views of the public about public education," wrote the authors of the survey, which was sponsored by the Phi Delta Kappa education fraternity. "One reason, perhaps, is that the public already agreed with many of the commission's main conclusions," they wrote.

Secretary of Education Terrel H. Bell, who appointed the excellence commission and has been promoting its findings in appearances around the country, said he was "encouraged" and "gratified" by the poll's evidence of support for reform.

"I believe the reason the commission report has received such an overwhelming response is that it did strike a harmonious chord with the general public. We have more momentum right now for improving the schools than we've had in many, many years," the Secretary said in an interview last week.

Two of the commission's recommendations—that both the school day and the school year should be lengthened—did not receive overwhelming support from those polled, however. Forty percent favored adding 30 days of instruction to the school year, while 49 percent were opposed. And 41 percent supported lengthening the school day by one hour, while 48 percent were opposed.

In addition, the pollsters found evidence

Continued on Page 10

New Immigrants Swell Enrollments in Texas Border Towns

By Hope Aldrich

When schools opened in Eagle Pass Tex., last Thursday, a new junior high school stood half-built and empty because the district did not have money to complete it. But teachers will face as many as 38 students per room, and a high school built for 2,000 will house nearly 3,000, when all the enrolled children arrive in a few weeks, according to Superintendent Inez Ramirez.

Moreover, the district, located in a farming town of 30,000, expects to take in at least 500 more new legal and illegal immigrant students this year, according to Mr. Ramirez, and he said he does not know where to put them.

"Every year we grow by about 500 students," said Mr. Ramirez. "We built an elementary school. We started the junior high. But over 60 of our businesses have closed. We don't have enough capital to finish it: Our biggest problem is space."

In the Brownsville School District, several hundred miles south, the situation is much the same. At least 1,000 legal and illegal immigrant children are expected this fall in the 30,000-student district. And while the shortage of bilingual teachers is serious, the shortage of classrooms poses an even more difficult problem, according to Superintendent Raul Besteiro. He needs 100 more rooms, as well as replacements for the nearly 300 World War II barracks that serve as portable classrooms.

Influxes of immigrant students from Mexico are not a new problem in the school districts that are strung along the 1,200-mile Texas border and that serve as entry points from Mexico. Most school administrators in these towns report that their districts have experienced a steady growth—caused largely by the new immigrants—of about 4 percent a year for the last 8 or 10 years.

In most districts, the numbers of legal and illegal immigrant children coming in are about equal, their officials say. About 30,000 illegal immigrants are enrolled in schools throughout the state.

What is new, the officials say, is the space shortage. They attribute the problem largely to the sudden devaluation of the peso, which has shut down many of the businesses in the border towns, leaving many local citizens unemployed; and that situation

Continued on Page 13

Survey Indicates Teacher Support For Merit Pay

N.S.B.A. Says Nearly Two-Thirds in Favor

By Thomas Toch

Nearly two of three of the teachers responding to a national survey on the issue of merit pay said they support the idea of paying better teachers more money.

Sixty-three percent of the 1,261 elementary- and secondary-school teachers in a "statistically representative" survey conducted by the National School Boards Association (N.S.B.A.) in May said they agree that "teachers who are more effective in the classroom should receive larger salary increases than teachers who are less effective."

The survey is the first attempt to address "a glaring lack of information" concerning teachers' attitudes towards merit pay since its emergence as a national issue, according to the association.

Only 17.6 percent of the teachers in the survey said they support the current system of linking salary increases strictly to

Continued on Page 12

Bell To Convene National Forum On Education

By Tom Mirga

WASHINGTON—Secretary of Education Terrel H. Bell announced last week that he will sponsor a major two-day conference of the nation's educational leaders "to share ideas about how we can best work together to strengthen American education."

Mr. Bell, speaking before a group of journalists attending a National Press Club luncheon, said the participants will include governors, state legislators, university and business officials, parents, and teachers. The conference, which has not been scheduled yet, will focus on findings culled from the regional meetings now being held by the National Commission on Excellence in Education, he continued. The final meeting in that series of 12 is scheduled for Seattle on Oct. 3.

Continued on Page 12

IN SUMMARY

National Diffusion Network
Educators from 30 states will participate in a teleconference to learn about new approaches to computer education. **Story on Page 4.**

Teachers Lose Ground
Teachers' purchasing power has declined sharply over the past decade, according to the Carnegie Foundation. **Story on Page 4.**

Teachers Are the Key
The controversial psychologist B.F. Skinner urges more, not less, emphasis on pedagogy in moves to reform schools. **Story on Page 5.**

Getting Better, But More To Do
Southern legislators applaud recent progress in their schools and pledge to work for continued improvement. **Story on Page 6.**

Financial Crunch in Colorado
Almost half the state's school districts may have to seek local tax increases to balance their budgets. **Story on Page 6.**

Black Athletes
Educators are working to change an N.C.A.A. rule that could keep many blacks from competing in college athletics. **Story on Page 6.**

Sex Discrimination in Michigan?
A state athletic association has filed suit to keep the Education Department from trying to enforce Title IX. **Story on Page 7.**

Racial Discrimination in Houston?
The Justice Department charges in a civil suit that a suburban school district discriminates against blacks in hiring. **Story on Page 7.**

Political Offensive
A division of the A.F.L.-C.I.O. has released a report criticizing the President's rhetoric and actions in education. **Story on Page 8.**

A Question of Propriety
Federal auditors have accused PUSH-EXCEL of misspending more than $700,000 in federal grants. **Story on Page 8.**

Federal File 8
Health Column 12
Marketplace 14
Washington News 7

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

FEDERAL

U.S. To 'Get Tough' On Federal Workers With Overdue Loans

Thousands of federal employees who have defaulted on their federal student loans can expect to see their paychecks cut by as much as 15 percent under a new "get-tough" policy recently announced by the Reagan Administration.

Earlier this month, Education Department officials sent sealed envelopes containing the names of 41,000 suspected delinquent borrowers to various department and agency chiefs.

The officials are to cross-check the E.D. lists with their own personnel records to determine whether the borrowers still work for the government and, if they do, to seek the repayment of the loans.

The employees will be given until Sept. 1 to make good their debts or to arrange a payment schedule with the department under the new policy. If they do not respond to requests for repayment by Nov. 15, the department will request that a portion of their salaries be garnisheed.

U.S., In Effort To Recover Funds, Sues School Board

The federal government last month filed a civil suit against the Union City (N. J.) school board, former mayor William Musto, and several others to recoup funds it says were taken from two high-school building projects by city officials who have been convicted of racketeering and taking bribes.

The former mayor, the school board, and several others, the government claims, received $4.46 million from the federal Economic Development Administration for improvements at two high schools. About $940,280 of that sum disappeared, according to U. S. attorneys, who claim the money was used for kickbacks and bribes. The government's suit seeks nearly $2 million.

Meanwhile, the school board is suing the bonding agents for $2 million for selling invalid bonds.

R.I. School Systems Ask High Court To Decide Aid Dispute

Three Rhode Island school districts have asked the U. S. Supreme Court to rule against a six-year-old state law that requires them to provide transportation to private-school students because, they maintain, busing for such students is more expensive than transportation for public-school students.

The districts, Jamestown, Chariho, and Charlestown, were ordered by the U. S. Court of Appeals for the First Circuit to continue the busing because the Supreme Court had previously ruled in favor of similar practices in other states.

The districts, however, contend that cross-district busing of students to private schools creates a "disproportionate and excessive cost."

STATES

U.S. Appeals Court Rules Dallas Schools Still Segregated

A federal appeals court earlier this month upheld a 1982 decision by a lower court, in which the judge refused to declare the Dallas Independent School District "unitary," or fully desegregated, and to retain jurisdiction in the case.

The U. S. Court of Appeals for the Fifth Circuit also upheld all but one attendance-boundary change that Judge Barefoot Sanders ordered into effect last year in order to improve racial mixing in the 127,000-student district.

The only portion of Judge Sanders's opinion that was reversed on Aug. 11 involved attendance-zone changes for three East Dallas high schools. The appeals court agreed with motions filed by a parents' group arguing that the changes would disrupt a naturally integrated setting.

Dallas school officials have indicated that they would not ask the U. S. Supreme Court to overturn the appeals court's ruling.

In other school-desegregation-related activity:

- New Jersey's commissioner of education recently announced that he would allow the Hillside Public Schools district to desegregate its elementary schools in two phases rather than enforce an unpopular plan designed to fully integrate classrooms when classes resume next month.

Under the new plan, the school district will be allowed to delay the integration of students in kindergarten through 5th grade until the beginning of the 1984-85 school year. Students in grades 6 through 8 will be assigned to new schools before classes begin on Sept. 6.

- City officials and black parents in St. Louis recently filed motions with a federal appeals court seeking to delay the scheduled implementation next month of a county-wide voluntary school-desegregation plan.

Lawyers for the city are contesting a part of U. S. District Judge William L. Hungate's order requiring the city to raise taxes to help pay for the plan. The parents, meanwhile, have claimed that the plan, which envisions the eventual transfer of 15,000 black students from the city to surrounding suburban schools, will strip city schools of their finest black students.

Nebraskans Support Higher Teacher Pay, But Not Tax Hikes

Respondents in a survey conducted by the Governor's Task Force on Excellence in Education in Nebraska said they favor higher pay for teachers but do not want higher property taxes.

Some 84.9 percent of the respondents favored higher pay for teachers and 60 percent supported the establishment of merit-pay programs for outstanding teachers. But only about 31 percent said they wanted an increase in property taxes to support school-improvement projects.

Some 600 people attending four "town-hall" meetings to determine citizen priorities in education responded to the survey.

About 78 percent of those responding said state aid to education should be increased.

The survey also indicated that residents would like to see more required courses in high school, but they do not want longer school days or a longer school year.

Teachers' Union Will Poll Localities In Massachusetts

The Massachusetts Teachers Association announced plans recently to poll local communities in the state in an attempt to gauge public sentiment towards the state's schools.

The telephone survey will be conducted by local union members in 25 to 30 communities, according to Stephen Wollmer, communications director for the M.T.A. The random-sample survey will concern issues addressed in the reports of the various national commissions on education, he said.

Mr. Wollmer said the union's leaders are undertaking the survey to ensure local leadership in the state's reform efforts. "We want to have some say in what comes down in Massachusetts," he said.

The union's survey is scheduled to be completed before Dec. 1, the deadline for filing new legislation in the state. Mr. Wollmer said the survey's results could lead to legislation proposed by the union. The M.T.A. represents 55,000 teachers in 351 communities statewide, according to Mr. Wollmer.

Carnegie Report Examines the 'Unhealthy Condition of Teaching'

By Thomas Toch

WASHINGTON—A smaller portion of public-education funding was used for teacher salaries in 1982-83 than in 1972-73, and the purchasing power of teacher salaries declined sharply during the intervening decade, according to a report released last week by the Carnegie Foundation for the Advancement of Teaching.

Using previously published figures from the National Education Association, the foundation calculated that teacher salaries amounted to 41 percent of the $106 billion spent in the general operation of public elementary and secondary schools during the 1982-83 school year, compared to 49 percent of the $43.7 billion spent 10 years earlier.

The report also found that when inflation is taken into account, teacher salaries declined by 12.2 percent between 1972-73 and 1982-83, while total personal income in the country increased by 17.8 percent during the same period. The amount of money spent per pupil in the public schools rose by an inflation-adjusted 22.5 percent in that 10-year span, according to the report.

The 119-page study also draws together other statistics, covering a range of subjects involving teachers and the schools, from documents published previously by the National Education Association, the U. S. Census Bureau, and other federal agencies.

The purpose of the report, titled "The Condition of Teaching: A State by State Analysis," is to draw attention to the unhealthy condition of the teaching profession, according to Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, "because teachers are going to be the key to reforming the schools."

Considered collectively, Mr. Boyer writes in a foreword to the report, the statistics "make clear that the teaching profession is in crisis."

"Poor students are going into teaching, teacher pay has actually declined in relation to other professionals and public employees, credentialing is a mess, and teachers do not receive adequate recognition and reward," he writes.

Data on population and enrollment trends, teacher-certification requirements, and the academic characteristics of education majors, as well as the comparative salary figures, are included in the report, which was compiled under contract by C. Emily Feistritzer, publisher of two newsletters on education.

The information reveals some dramatically varied circumstances among the states. For example:

- In Alabama, 60.5 percent of public-education funds last year went to pay teachers, compared to 29 percent in Michigan.
- Enrollment in public elementary and secondary schools increased 20.7 percent in Utah between 1972-73 and 1982-83, while enrollment dropped 37.4 percent in the District of Columbia, 31 percent in Delaware, and 25 percent in Connecticut during the same period.
- Between 1972-73 and 1982-83, the purchasing power of a teacher's salary dropped 21.5 percent in Massachusetts, 27.1 percent in New Hampshire, and 19.8 percent in New Jersey, but it increased 2.9 percent in New Mexico.

The report is intended to supplement a two-year study of American high schools to be released by the foundation next month, Mr. Boyer said.

Change in Teachers' Purchasing Power From 1972-73 to 1982-83

State	Average salary 1982-1983	Percent change in purchasing power from 1972-73
Alabama	$17,850	-4.2%
Alaska	33,953	+0.6
Arizona	18,849	-18.4
Arkansas	15,176	-9.9
California	23,555	-15.2
Colorado	21,500	-3.3
Connecticut	20,300	-16.7
Delaware	20,665	-15.2
District of Columbia	26,045	N.A.
Florida	18,538	-13.0
Georgia	17,412	-7.7
Hawaii	24,796	+2.4
Idaho	17,549	-0.4
Illinois	22,618	-12.2
Indiana	20,067	-13.2
Iowa	18,709	-15.2
Kansas	18,299	-6.5
Kentucky	18,400	+2.6
Louisiana	19,269	-5.2
Maine	15,772	-23.4
Maryland	22,786	-11.2
Massachusetts	19,000	-21.5
Michigan	23,965	-12.8
Minnesota	22,296	-7.0
Mississippi	14,285	-10.1
Missouri	17,726	-15.0
Montana	$17,463	-5.0%
Nebraska	17,412	-13.3
Nevada	20,944	-16.3
New Hampshire	15,353	-27.1
New Jersey	21,642	-19.8
New Mexico	20,600	+2.9
New York	25,100	-12.0
North Carolina	17,836	-15.4
North Dakota	18,390	-1.0
Ohio	20,360	-8.0
Oklahoma	18,110	+0.9
Oregon	22,334	+1.2
Pennsylvania	21,000	-12.1
Rhode Island	23,175	-5.0
South Carolina	16,380	-11.6
South Dakota	15,595	-14.2
Tennessee	17,425	-8.7
Texas	19,500	-2.4
Utah	19,677	+0.6
Vermont	15,338	-25.0
Virginia	18,707	-15.5
Washington	23,413	-3.9
West Virginia	17,370	-7.0
Wisconsin	20,940	-12.6
Wyoming	24,000	+12.3
Average	20,531	-12.2

Source: National Education Association and Feistritzer Publications

School Expenditures as a Percentage of Personal Income 1972-1973 and 1982-1983, By State

State	1982	1972	Rank in 1982	Rank in 1972
Alaska	9.0	9.6	1	1
New Mexico	7.6	6.7	2	5
Wyoming	7.2	6.1	3	12
Utah	6.7	6.5	4	7
Michigan	6.3	6.4	5	9
Oregon	6.0	5.1	6	31
Montana	5.8	5.6	7	20
North Carolina	5.6	5.1	8	31
Maine	5.5	5.9	9	13
Vermont	5.5	7.8	10	3
West Virginia	5.2	5.4	11	25
Iowa	5.3	5.8	12	15
North Dakota	5.3	5.1	12	31
Wisconsin	5.3	5.8	12	15
Minnesota	5.2	7.2	15	4
Arkansas	5.1	4.6	16	47
New York	5.1	6.3	16	10
Arizona	5.0	5.5	18	22
Idaho	5.0	5.0	18	35
Mississippi	5.0	5.8	18	15
South Carolina	5.0	5.7	18	19
New Jersey	4.9	5.3	22	28
Oklahoma	4.9	4.9	22	40
Washington	4.9	5.5	22	22
Delaware	4.8	6.5	25	7
Indiana	4.8	5.0	25	35
Georgia	4.7	4.6	27	47
Kansas	4.7	4.8	27	42
Rhode Island	4.7	5.0	27	35
South Dakota	4.7	5.4	27	25
Colorado	4.6	5.8	31	15
Kentucky	4.6	4.4	31	50
Pennsylvania	4.6	5.6	31	20
United States	4.6	5.5	31	22
Louisiana	4.5	6.2	34	11
Maryland	4.5	6.6	34	6
Texas	4.5	5.4	34	25
Hawaii	4.4	5.2	37	30
Ohio	4.4	4.9	37	40
Tennessee	4.4	4.6	37	47
Virginia	4.4	5.3	37	28
Connecticut	4.3	5.1	41	31
Massachusetts	4.3	5.0	41	35
Nebraska	4.1	4.7	43	45
Illinois	4.0	4.8	44	42
Missouri	4.0	4.7	44	45
Nevada	4.0	8.0	44	2
Florida	3.7	4.3	47	51
New Hampshire	3.7	4.8	47	42
Alabama	3.4	4.1	49	52
District of Columbia	3.4	5.0	49	35
California	3.2	5.9	51	13

Source: Feistritzer Publications

Conference Features Computer Education

By Sheppard Ranbom

Educators from 30 states will convene on Sept. 7 at 57 sites—including Holiday Inns and the studios of public-television stations—to watch a video teleconference that will familiarize them with six model computer-education programs selected for inclusion in the National Diffusion Network (N.D.N.).

The N.D.N., which receives about $10 million each year in discretionary funds from the U. S. Education Department, provides grants to aid in the dissemination of "special materials" developed under the Elementary and Secondary Education Act of 1965. The N.D.N. was initially authorized by Congress in 1974.

Five states in the network—Arkansas, Iowa, Kansas, Missouri, and Nebraska—will spend $4,500 from regional network funds to defray production costs of the teleconference and of studio and satellite time, according to James H. Connett, director of the Kansas Educational Dissemination Diffusion System-LINK, coordinator of the event.

The teleconference can be watched by any school district or educational group that has a satellite dish and can receive signals from the Westar-4 satellite.

10,000 Viewers Expected

As many as 10,000 viewers are expected to participate; more than 1,000 will watch from conference rooms in 20 Holiday Inns across the country. The hotel chain has offered N.D.N. half-day rates of $625 for rooms that will seat up to 100 people, the use of a satellite dish, and video projectors or television monitors.

Other viewers will watch the teleconference at public-television stations, on cable television, or, if they have access to a satellite-receiver dish, in school auditoriums.

The Nebraska educational-television network will broadcast the event.

During the teleconference, directors of the six N.D.N. projects will make presentations and answer questions from viewers. The viewers will be in communication with the broadcasting site at KUON-TV (the public-television station of the University of Nebraska at Lincoln) via telephone.

Five of the six projects chosen to make presentations are:

- "Computeronics," which was designed by the Leon County School Board in Tallahassee, Fla. to introduce gifted students in grades 6 and 7 to computer programming, problem solving, and computer literacy;
- The "Individualized Prescriptive Arithmetic Skills System" (I.P.A.S.S.), developed by the Pawtucket (R. I.) School Department, which uses microcomputers and specially designed software to monitor the achievement of students in basic mathematical skills;
- Project "CAM," a microcomputer-based instructional management system first started by the Hopkins (Minn.) Public Schools—and currently used in 1,000 classrooms nationwide—that helps teachers use students' test scores to monitor how well they are achieving course objectives and also to show the students their progress.
- Cooperative Federation for Educational Experiences (Project COFFEE), a comprehensive occupational-education program in high technology for "alienated/disaffected" secondary-school students. The program was designed by seven school districts near Oxford, Mass., in cooperation with local business and industry;
- A project, developed by the Asbury Park (N. J.) Board of Education, that uses computers to teach secondary-school mathematics.

9/20/83 R4800-29

A THREAT

Physicians met in Chicago last week to seek ways to combat what they say are health problems reaching "epidemic proportions" among children, and they asserted that schools are both part of the problem and part of the solution.

See Page 10.

A HURDLE

Coaches and athletes in West Virginia are already beginning to feel the pressure of a new statewide policy to take effect in January 1984 that will require students to maintain a C average in order to participate in extracurricular activities.

See Page 6.

A WARNING

Noting a strong correlation between property wealth and educational quality, a commission in Kentucky says the state may be sued if it does not act to correct disparities between school districts and has recommended changes in tax policy.

See Page 6.

EDUCATION WEEK

American Education's Newspaper of Record

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House Increases Spending Limits For Education

Vote Sets the Stage For Budget Increase

By Tom Mirga

WASHINGTON—The House Appropriations Committee, in a move that surprised and upset many education officials, last week approved a $12.24-billion spending bill for most of the Education Department's activities for the upcoming fiscal year.

According to committee aides, the spending panel has yet to appropriate funds for impact aid and rehabilitation services for the handicapped because the Congress has not authorized those expenditures yet. In fiscal 1983, those programs received a total of $1.58 billion.

The committee's bill also did not appropriate funds for the yet-unauthorized mathematics-and-science initiative that is widely expected to be approved by Congress in the next few weeks.

The House version of that bill would cost the government $400 million in the next fiscal year.

If the committee decides to keep the impact-aid and rehabilitation programs funded at the same level as they are now and to fully fund the math-and-science program in fiscal 1984, which begins on Oct. 1, total education spending would be set at approximately $14.2 billion.

That amount would represent a $1.1-billion decrease from the department's fiscal 1983 appropriation of $15.3 billion. It would also fall $1.9 billion below the $16.1-billion spending mark for education set by the Congress when it approved its first concurrent budget resolution in June.

The Senate Appropriations subcommittee that oversees education was scheduled to mark up its version of the fiscal 1984 education spending bill late last week. Congressional aides and lobbyists predicted the Senate panel's recommended spending figures would closely match those set by the House committee.

The spending figures approved by the House Appropriations committee were almost identical to those recommended by its Subcommittee on Labor, Health and Human Services, and Education last July.

Education lobbyists said they were surprised by the House committee's decision because two days earlier the full House rejected key portions of a 1981 budget act and opened the way for up to $1 billion in addi-

Continued on Page 13

Carnegie Report Offers High-School Reform Plan

Calls for New 'Core Curriculum,' Student Service

By Thomas Toch

WASHINGTON—Asserting that "it is in the public school . . . that the battle for the future of America will be won or lost," the Carnegie Foundation for the Advancement of Teaching has concluded a three-year analysis of public secondary education with a series of detailed proposals for reforming and revitalizing the nation's high schools.

Excerpts from the report begin on page 16.

In a 355-page study written by Ernest L. Boyer, Carnegie's president, the foundation recommends that prospective teachers major in an academic subject rather than in education, that a new "core curriculum" replace the practice of "tracking" students according to academic ability, and that the use of the Scholastic Aptitude Test (S.A.T.) be abandoned in favor of a "more effective assessment and guidance program" that would offer a "more realistic portrait" of what students have learned in high school.

The foundation also urges that large, comprehensive high schools reorganize themselves into smaller units through the creation of "schools-within-schools," in order to "establish a more cohesive, more supportive social setting for all students."

Continued on Page 15

Ernest L. Boyer

Science Panel's Work Elicits Praise but Uncertainty on Costs

By Susan Walton

WASHINGTON—Education leaders and policymakers are praising the science-education report issued last week by the National Science Board for its "clearly defined" and "substantive" recommendations.

But there was some evidence last week—in the terse statement by a White House official and in the suggestion by one official that the report's multi-billion-dollar recommendations took the Education Department by surprise—that the executive branch was not quite prepared to offer similar praise.

Budget Considerations

Most observers agreed that it is too early to judge whether the recommendations will make their way into either the Reagan Administration's or the Congress's budget considerations for upcoming fiscal years, or whether the $6.5-billion, 12-year program could get off the ground during an era of tight budgets. *(See Education Week, Sept. 14, 1983.)*

At its Sept. 15 meeting, the National Science Board voted to accept the report. Such a vote, however, does not imply that the report is now the foundation's official policy.

Secretary of Education Terrel H. Bell was preparing a response to the report, but as of Sept. 15, the statement had not yet been released.

As of late last week, George Keyworth, President Reagan's science adviser, was the only White House official to comment on the report. "By adding to the consensus that serious problems exist, this N.S.B. commission's report can be a useful reminder to the nation that we have much to do before this problem turns around," Mr. Keyworth said in a statement.

"The Administration is receptive to recommendations for improving science and mathematics education, and the N.S.B. commission's findings will be taken into consideration," the science adviser said.

But knowledgeable observers suggested last week that the report may be more than a "useful reminder." They cite several of its components as important contributions to the debate on how to improve science, mathematics, and technology education.

Among the key points of the report, they suggest, are its inclusion of estimates of cost, its attention to the mechanisms—including levels of responsibility—needed to put the recommendations into effect, and its emphasis on elementary education.

In their official reactions, the two major teachers' organizations praised many recommendations in the report but reiterated their doubts about the use of differential salaries for science and math teachers.

Continued on Page 14

Use of Suspect Beef in Schools Is Alleged

By Susan Walton

An investigation by the Better Government Association—a Chicago-based citizens' group—and NBC-TV's "First Camera" has uncovered what the investigators allege is evidence that one of the major suppliers of frozen hamburger to the federal school-lunch program may be providing "diseased or contaminated" meat.

In a report presented on the Sept. 18 premiere of the newsmagazine-format program, the two groups charge that the Cattle King Packing Company, a Denver packing plant that in 1982-83 supplied 14 percent of the beef to the U. S. Agriculture Department (U.S.D.A.) for shipping to schools, has a long history of poor—and potentially dangerous—sanitation and inspection practices. The practices could allow contaminated meat or meat from diseased animals to be mixed in with untainted meat, the two groups charged in the 16-minute segment of the program.

The ground beef in question is purchased by the Agricultural Marketing Service, a division of the U.S.D.A.; distribution of the meat is handled by the Food and Nutrition Service, the U.S.D.A. division that administers the school-lunch program.

School Distribution

In the 1982-83 school year, the marketing division purchased 116 million pounds of bulk ground beef at a cost of about $127 million. About 95 percent of that was then distributed by the nutrition service to schools.

Citing the most recent statistics available, the investigators point out that the alleged hazards may affect even more schools

Continued on Page 14

IN SUMMARY

Mixed Results
After leveling off last year from a 17-year decline, S.A.T. mathematics scores rose this year; verbal scores declined. **Story on Page 5.**

Higher Standards in Michigan
A commission has recommended that the state board of education take "strong steps" to upgrade schools. **Story on Page 5.**

Correspondence Course by Computer
The former president of Atari is starting an "Electronic University" accessible to owners of personal computers. **Story on Page 8.**

A Helping Hand
Business and college leaders in Philadelphia have organized to support and help the public-school system. **Story on Page 9.**

Benefits for Motherhood
Wives of employees of the Los Angeles Unified School District have won the right to receive pregnancy benefits. **Story on Page 10.**

Less Action on the Labor Front
Fewer strikes are reported, but teachers are still without contracts in many districts, and Los Angeles faces a walkout. **Story on Page 10.**

A Crucial Vote
A number of Oregon districts may have to close schools if voters do not approve tax levies this week. **Story on Page 9.**

A Ruling in Chicago
An appeals court has upheld a decision freezing federal funds in a Chicago desegregation case. **Story on Page 11.**

A Full Plate
The Congress returns from summer recess to face spending bills and other controversial education measures. **Story on Page 12.**

Substantial Gains
A new study of Head Start confirms that disadvantaged children who participate do better than their peers who do not. **Story on Page 12.**

Colleges Column 13
Commentary ....19 and 24
Deadlines 20
Events 20
Federal File 11
Health Column 10
Marketplace 23
New Bills 12
Private Grants 21
Special Education Column 14
Vocational Education Column 5
Washington News 11

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

National Program To Improve Math Starts in 44 States

Secretary of Education Terrel H. Bell last week announced the start of a nationwide program to improve mathematics education through extensive coaching and competition.

The program, which is called "MATHCOUNTS," has been piloted over the last four years in public schools in Chicago and Birmingham, Ala.

The nationwide program—which officials said will involve about 500,000 7th- and 8th-grade students in 44 states and the District of Columbia this year—will conclude with a national competition in Washington, D. C., next May.

The program will be funded and operated by a coalition of business and government groups and run by local school officials and volunteers. Funds donated by the groups will be used for course materials and the cost of tournaments and travel.

In a letter to a MATHCOUNTS official, released at a press conference, President Reagan praised the program as "an excellent example of the private sector responding to a nationwide problem."

Edward A. Knapp, the executive director of the National Science Foundation, said mathematics coaching in the Chicago program resulted in a "renaissance" of mathematics in the inner-city schools. The number of Chicago schools that took part in a state mathematics competition jumped from one to 225 during four years of coaching, he said.

MATHCOUNTS will be sponsored by the National Science Foundation, the National Council of Teachers of Mathematics, the National Society of Professional Engineers, the National Aeronautics and Space Administration, and the C.N.A. Insurance Companies.

FRAC Files Lawsuit Over Verification

The Food Research and Action Center has filed suit on behalf of four urban school boards and low-income families, challenging the U. S. Agriculture Department's interim regulations requiring the verification of income on applications for free or reduced-price federally funded school meals.

The public-interest group filed the suit in the U. S. District Court for the District of Columbia on behalf of the New York, Cleveland, Milwaukee, and Detroit school boards. The suit asks that the court issue a preliminary order blocking the regulation, and that the Secretary of Agriculture complete a study on the verification process and accept public comment on it before imposing the regulation.

Shanker Proposes Federal Scholarships For New Teachers

Albert Shanker, president of the American Federation of Teachers, has recommended establishing a federally-funded scholarship program as a method of luring more and brighter students into the teaching profession.

Students scoring in the top 25 percent on the Scholastic Aptitude Test or some comparable national test should receive free college tuition in return for at least five years of teaching, Mr. Shanker proposed in a speech last week at the National Press Club in Washington. The plan would cost about $7,000 per teacher, he estimated.

In its report last spring, the National Commission on Excellence in Education proposed offering some form of financial incentive to attract outstanding students to teaching.

In his address, which was broadcast over the National Public Radio network, Mr. Shanker denounced President Reagan's cuts in funding for Chapter 1 programs, pointing to a new union study that found that disadvantaged children in Detroit and Baltimore have suffered more from the cuts than have inner-city children in other major cities.

He also deplored Mr. Reagan's decision to make merit pay a major educational issue and labeled many such programs as no more than "gimmicks." However, Mr. Shanker said he now fully supports the master-teacher program being promoted by Gov. Lamar Alexander of Tennessee. "Teachers and educators ought to be willing—in exchange for financial help—to go half way."

The Top 20 Losing Cities
Actual 1982-83 Cuts in
Chapter 1

City	Actual Dollar Loss Per Person	Ranking
New York City	11.079	3
Chicago	10.694	4
Los Angeles	6.790	11
Philadelphia	10.179	5
Houston	5.069	16
Detroit	12.814	1
Dallas	6.569	12
San Diego	5.615	14
Phoenix	4.169	19
Baltimore	12.752	2
San Antonio	9.837	6
Indianapolis	4.179	18
San Francisco	4.635	17
Washington, D.C.	6.095	10
San Jose	4.157	20
Cleveland	9.219	9
Columbus	5.567	15
Boston	9.233	8
New Orleans	9.367	7
Jacksonville	6.533	13

The Top 20 Losing Cities
Actual 1982-83 Cuts in
Vocational/Adult Education

City	Actual Dollar Loss Per Person	Ranking
New York City	1.805	10
Chicago	1.933	9
Los Angeles	1.669	14
Philadelphia	2.159	4
Houston	1.506	16
Detroit	2.033	6
Dallas	1.502	17
San Diego	1.470	18
Phoenix	1.407	19
Baltimore	2.161	3
San Antonio	1.938	7
Indianapolis	1.674	13
San Francisco	1.606	15
Washington, D.C.	2.215	2
San Jose	1.380	20
Cleveland	2.464	1
Columbus	1.738	12
Boston	2.053	5
New Orleans	1.792	11
Jacksonville	1.917	9

Source: American Federation of Teachers

Americans Reading More, Despite New Technologies

Despite the rapid rise in computer use, television viewing, and video-game playing, and the increasing problem of illiteracy in the United States, Americans are reading as much as they ever have, according to a *New York Times* survey.

The survey, released earlier this month, was based on interviews with educators, publishers, and the newspaper's readers.

Figures from publishers support the finding. Book sales last year reached almost $8 billion, according to the Association of American Publishers, an increase of 4.4 percent, or $334.6 billion, over 1981 book sales.

Library use has also increased. In 1981, national circulation figures exceeded a billion for the first time, and in 1982, they reached 1.07 billion, according to a University of Illinois researcher.

Approximately 55,000 books are expected to roll off the presses this year, according to John P. Dessauer of the Center for Book Research at the University of Scranton. That figure represents a significant increase over past years: 40,000 books were produced in 1978, up from 11,000 in 1950.

The number of book publishers has increased by 10 percent a year in the last 10 to 15 years, according to Mr. Dessauer. There are approximately 21,000 publishers in the United States today, he said, with a rise in the number of small publishers accounting for most of the increase. In the early 1970's, the estimate was 6,000.

People are reading more to escape the realities of everyday life and because television does not provide consistently high-quality programming, speculated Robert Hale, associate executive director of the American Booksellers Association and member of the executive committee of the Library of Congress's Center for the Book.

But television may not always be the enemy of literacy, asserted Mr. Hale. Often, people see a program that spurs them to go to their bookstore or library to find a book that deals with the subject in greater depth, he pointed out.

In addition, people are developing

Carnegie Foundation Offers Plan for High-School Reform

Continued from Page 1

"We believe the preferred arrangement is to have bigness *and* smallness—a broad education program with supportive social arrangements," Mr. Boyer writes.

The Carnegie Foundation strongly endorses the concept of free, public education. "It is in the public school that this nation has chosen to pursue enlightened ends for all its people. And this is where the battle for the future of America will be won or lost," Mr. Boyer asserts. The study was released late last week.

Arguing that a primary purpose of schooling is the development of students' "understanding of their civic and social responsibilities," the foundation proposes "a new Carnegie Unit" that would require all students to participate in some form of community service.

The theme of the report, Mr. Boyer writes, is "quality in education." But he warns that "in the great debate about public schools, equity must be seen not as a chapter of the past, but as the unfinished agenda of the future. To expand access [to schooling] without upgrading the schools is simply to perpetuate discrimination in a more subtle form."

It is vital, therefore, to focus now on improving the schools, according to Mr. Boyer. But to do so "in ways that ignore the needs of less privileged students is to undermine the future of the nation," he warns.

Mr. Boyer also suggests in the report that the failure of many students to learn in school today is not solely, or even primarily, the result of weaknesses in the schools themselves. Rather, he says, the cause lies in a broader failure of society to contribute to the mission of the schools.

"Only by deepening support can schools improve," Mr. Boyer writes, adding that "a report card on public education is a report card on the nation."

As a result, the foundation recommends that parents, universities, and representatives from business work much more closely with the schools from now on.

Mr. Boyer said last week that the study, entitled *High School: A Report on Secondary Education in America*, offers a view of the condition of the nation's schools different from that of the National Commission on Excellence in Education, which several months ago concluded that there is "a rising tide of mediocrity" within the schools.

He said in an interview that, on the contrary, "serious efforts at reform" now under way in many states are "causing the tide of mediocrity to recede."

Poor Leadership

Nonetheless, Mr. Boyer criticized public high schools for poor leadership, a misfocused curriculum, and a climate not conducive to learning. Many of the foundation's recommendations address these issues, he said.

Distinguishing its viewpoint from that of the current Administration, the Carnegie report argues for what Mr. Boyer described last week as an "active," though "modest," role for the federal government in improving the performance of the country's 16,000 high schools.

The foundation recommends, for example, that more money be allocated to the Chapter 1 program for disadvantaged students and that the government establish a "School Building and Equipment Fund," in the spirit of the Higher Education Facilities Act of 1963, to help rebuild schools and science laboratories.

It also recommends that the government pay, through a "National Teacher Service," for college scholarships to high-school students who agree to teach for three years in the public schools.

Asked whether the Reagan Administration is doing an adequate job of leading the current efforts to reform the schools, Mr. Boyer said: "So far, there has not been an adequate national response, and the signals for the future are unclear and in the main not very encouraging."

The report took three years to complete and included an extended investigation, by teams of 25 educators, of 15 schools across the nation with varying characteristics.

The Carnegie Foundation will use a $1.8-million grant from the Atlantic Richfield Foundation to make awards in coming months to help implement its proposed reforms.

Two types of grants will be made, according to Mr. Boyer.

A number of $1,000 planning grants will be made to principals who wish to study ways of upgrading their schools.

Fewer grants of between $35,000 and $100,000 will be made to schools to implement the reforms proposed in the report.

The grants will be administered by the National Association of Secondary School Principals.

The foundation has also produced a one-hour film report based on its study that will be aired on the Public Broadcasting System on Nov. 30.

The greatest number of the foundation's recommendations are intended to improve the teaching in high schools. In addition to the proposals that new teachers be required to earn a degree in the subject they will teach and that the federal government fund a scholarship program for bright students who go into the profession, the foundation recommends that all new teachers spend their first year as "apprentices," teaching part time under the tutelage of experienced colleagues, and taking courses in pedagogy that focus on such things as learning theory and the teaching of writing.

It also recommends the establishment of a "career ladder" to reward top teachers and the recognition of excellence in teaching through such programs as a "Teacher Travel Fund" and a "Summer Study Term." Currently, the lack of such rewards, and other "day-to-day conditions, are killing the profession," Mr. Boyer said last week.

Mistaken View

"The nation has mistakenly come to view the S.A.T. as a reliable report card on the nation's schools," Mr. Boyer writes. Moreover, he adds, "the S.A.T. is not very helpful in predicting how a student is likely to do in college."

The foundation is also critical of school administrators. Inadequate training of principals, the lack of a clear mission for the schools, and a lack of decision-making authority at the school level, Mr. Boyer writes in the report, has created "a crisis of leadership" within the high schools, a condition that "seriously undermines" their effectiveness.

To rectify the situation, he proposes that all candidates for principalships earn a liberal-arts degree, complete his recommended teaching apprenticeship, teach for at least two years, earn an advanced degree in administration, complete a one-year "administrative internship," and work for two years as an assistant principal before assuming a full principalship.

Asserting that "school leadership is crippled by layer upon layer of administration," the foundation further recommends decentralization of staffing and budgetary decisions to allow school-level administrators more autonomy.

The recommendation of a core curriculum is made in part, Mr. Boyer writes, because the typical high school is "adrift" without "a clear mission," and in part because the stigma that academic tracking often attaches to students in vocational and other programs must be eliminated, in the foundation's view.

But Carnegie's proposed curriculum, which includes courses in civics, non-Western studies, and a foreign language, is also intended, Mr. Boyer said, to prepare students for "a rapidly changing world."

"If education cannot help students see beyond themsleves and better understand the interdependent nature of our world, each new generation will remain ignorant and its capacity to live confidently and responsibly wil be dangerously diminished," he writes in the report.

Mr. Boyer said the likelihood of substantial reform in the schools depends on an agreement among policymakers on "practical moves" that can be taken immediately. "Unfortunately," he said, "I don't see many themes that people are getting behind. The debate so far has been politically motivated and focused on merit pay, with the President and the unions attacking each other. The public has been left out of it."

Public High School Graduates and Nongraduates as a Percent of Ninth-Grade Enrollment, 1980-1981

State	1980-1981 graduates	Ninth Grade enrollments four years earlier	Graduates as a percent of 9th grade enrollment	Nongraduates as a percent of 9th grade enrollment
50 States and D.C.	2,724,564	3,779,486	72.1	27.9
Alabama	44,894	66,899	67.1	32.9
Alaska	5,343	7,779	68.7	31.3
Arizona	28,416	41,153	69.0	31.0
Arkansas	29,577	39,563	74.8	25.2
California	242,172	356,094	68.0	32.0
Colorado	35,869	46,902	73.5	23.5
Connecticut	38,369	53,970	71.1	28.9
Delaware	7,349	10,111	72.7	27.3
District of Columbia	4,846	8,886	54.6	45.4
Florida	88,755	139,272	63.7	36.3
Georgia	62,963	97,936	64.3	35.7
Hawaii	11,472	14,415	79.6	20.4
Idaho	12,679	16,509	76.8	23.2
Illinois	136,795	186,984	73.2	26.8
Indiana	73,381	97,440	75.3	24.7
Iowa	42,635	50,297	84.8	15.2
Kansas	29,387	36,510	80.5	19.5
Kentucky	41,714	62,003	67.3	32.7
Louisiana	46,199	72,900	63.4	36.6
Maine	15,554	21,796	71.4	28.6
Maryland	54,050	72,046	75.0	25.0
Massachusetts	74,831	97,423	76.8	23.2
Michigan	124,372	171,649	72.5	27.5
Minnesota	63,247	73,509	86.0	14.0
Mississippi	28,083	45,452	61.8	38.2
Missouri	60,359	81,548	74.0	26.0
Montana	11,634	14,384	80.9	19.1
Nebraska	21,411	26,325	81.3	18.7
Nevada	9,069	11,808	76.8	23.2
New Hampshire	11,552	14,989	77.1	22.9
New Jersey	93,168	121,501	76.7	23.3
New Mexico	17,934	24,947	71.9	28.1
New York	198,465	301,129	65.9	34.1
North Carolina	69,601	103,751	67.1	32.9
North Dakota	9,924	11,687	84.9	15.1
Ohio	143,503	182,955	78.4	21.6
Oklahoma	38,875	50,542	76.9	23.1
Oregon	28,629	40,744	70.3	29.7
Pennsylvania	144,645	183,933	78.6	21.4
Rhode Island	10,719	14,715	72.8	27.2
South Carolina	38,336	55,731	68.8	31.2
South Dakota	10,385	12,549	82.8	17.2
Tennessee	50,758	76,133	66.7	33.3
Texas	171,665	249,397	68.8	31.2
Utah	19,886	24,800	80.2	19.8
Vermont	6,424	8,510	75.5	24.5
Virginia	67,126	91,623	73.3	26.7
Washington	50,046	66,469	75.3	24.7
West Virginia	23,580	31,849	74.0	26.0
Wisconsin	67,743	82,264	82.3	17.7
Wyoming	6,161	7,706	80.0	20.0

Source: National Center for Education Statistics

Oregon Districts Fight To Pass Tax Levies

Continued from Page 9

ample, would have raised revenues from property taxes by 12 percent, but would not have provided 12 percent more dollars for schools, Mr. Austin says, noting that since the property-tax share of support for schools has increased, tax levies get higher, but schools do not receive more money.

Noting that other hard-pressed states, such as Michigan, have had unprecedented success with local school levies this summer, Mr. Austin argued that "the recovery has hit other states faster than ours. This is timber country, and housing just has not rebounded."

The increase in property taxes is also spurring an outcry for a tax-limitation measure patterned after California's Proposition 13, according to Mr. Austin. (A measure that would limit property taxes to 1.5 percent of assessed valuation and limit the annual increase in property valuation to 2 percent or the increase in the Consumer Price Index, whichever is less, narrowly failed being passed by voters last year. *(See Education Week, Sept. 22, 1982.)*

The pressure for tax reform is so great that last week Gov. Victor G. Atiyeh called a special session of the legislature to discuss state initiatives that could help avert such a movement. What the legislature does in its special session, school officials said, is not likely to bail out those districts with tax levies slated for this week. Some legislators have proposed introducing a state sales tax that would provide more money for schools.

Districts are making unusual efforts to ensure that their levies are approved this week. Some are cutting millions of dollars from proposed budgets to demonstrate fiscal responsibility, and others are sponsoring meetings and distributing pamphlets and information to draw attention to the importance of the tax-levy vote.

In Salem School District 24-J—the state's second largest district—a citizens' group calling itself the "Yes for Your Schools Committee" is campaigning door-to-door for the property-tax levy.

"This is a critical election. We don't want the same thing to happen in Salem that happened in Lincoln County," said Jean Kempe-Ware, communications coordinator for the 23,378-student district.

Salem schools will run out of funds "by the end of October" if voters do not approve the tax levy, Ms. Kempe-Ware said.

The Salem district has a permanent tax base, but it was established in 1917 and provides only $3.6 million for schools, Ms. Ware explained.

The district's proposed budget for 1983-84 is $73.1 million. Officials have cut a total of $2.5 million from the budget since May 17.

Some $1.7 million has been cut since the last tax-levy vote in August.

Programs affected by cuts include athletics, transportation, guidance, computer education, bilingual education, special education, middle-school supplies, and capital improvements, according to Ms. Kempe-Ware.

To please voters, the North Clakamas district has cut $2 million from its proposed $43.4-million budget. The district plans to defer maintenance costs, eliminate some student activities, cut transportation expenses, and reduce funding for instructional development and support.

9/27/83 R4800-2a

OKLAHOMA

A national homosexual organization is challenging in federal courts the constitutionality of a state law that permits schools to fire employees for engaging in or advocating certain homosexual activities.

See Page 5.

ARKANSAS

The governor has called a special session of the legislature to consider recommendations to upgrade the state's public schools and to vote on a new proposal that would raise taxes to pay for the improvements.

See Page 8.

FLORIDA

In a state where the rate of paddling exceeds the national average, a legislative task force is studying a 20-year-old law that authorizes corporal punishment for students and prevents local school officials and parents from limiting its use.

See Page 10.

EDUCATION WEEK

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'Comparable Worth' Tested in Major Pay-Equity Suit

Said Likely To Affect School Districts' Salary Practices

By Anne Bridgman

In what experts are calling the most significant court test to date of the concept of "comparable worth," a federal district judge ruled this month that the state of Washington was guilty of wage discrimination in paying women employees less than men performing similar kinds of work.

The decision, which the state plans to appeal, is likely, the experts say, to increase the use of the comparable-worth concept in job-evaluation schemes of private and public employers—including public-school systems—nationwide. Its importance, they say, lies in the fact that it goes beyond the notion of "equal pay for equal work" to require more subtle evaluations comparing the pay rates for similar, rather than exactly the same, kinds of jobs.

"You're not looking for sex discrimination *within* a job category, you're looking for sex discrimination *between and among* job categories," said Barbara Stein, a specialist in human and civil rights for the National Education Association (N.E.A.).

Impact Could Be Dramatic

The impact of applying that concept in education could be dramatic. In public schools, 90 percent of support-staff employees, including clerical and maintenance workers, are women, and approximately 27.5 percent of administrative staffs are women, according to figures from the American Federation of State and Municipal Employees (AFSCME) and the National Center for Education Statistics. Comparable figures for employees of private schools are not available, spokesmen for the Council for American Private Education and the National Association of Independent Schools said.

The Washington State case, which involves approximately 14,000 state employees, represents the first time a comparable-worth case involving that many workers has reached the federal courts. It was brought under Title VII of the Civil Rights Act of 1964 by the Washington Federation of State Employees and the American Federation of State, County, and Municipal Employees (AFSCME) Council 28 of A.F.L.-C.I.O. on behalf of many of the state's female employees who work in jobs dominated by women and of some male employees who also work in those jobs.

In his ruling on Sept. 16, Judge Jack E. Tanner set Nov. 14 as the date on which he will announce how much compensation the state should pay those workers. AFSCME is seeking four to five years' worth of back pay—about $500 million, according to George Masten, the federation's executive director. Winn Newman, who argued the case for AFSCME, estimates the state's compensation costs to be closer to $1 billion.

In their defense, state lawyers argued that Washington's wage scales reflect those in private industry. "All the [state's comparable-worth] studies have done is show that there is a difference [in salaries of male-dominated and female-dominated jobs]," said Richard Heath, the assistant attorney general who represented the state. "No studies were ever done to show what the difference is caused by."

But Judge Tanner rejected the state's contention, saying that "the evidence is overwhelming [that] there has been past historical discrimination in employment of women in the State of Washington and direct, overt, and institutionalized discrimination" in wages.

The case, *Washington Federation of State Employees—A.F.L.-C.I.O.—American Federation of State, County, and Municipal Employees* v. *Washington State*, will now go to the U. S. Court of Appeals for the Ninth Circuit and could reach the U. S. Supreme Court.

'Very Far-Reaching Effects'

"I think [the case will have] a fairly wide application" with "very far-reaching effects on schools and all employers," said Edith Barnett, a Washington, D. C., lawyer who worked on three Equal Pay Act cases at the Labor Department and served as an associate general counsel for AFSCME in 1981 and 1982.

"It breaks the back of the wage-discrimination issue," commented Mr. Newman, the plaintiffs' lawyer. "The same facts exist throughout the country with virtually every employer. It's *the* major decision in terms of what [wage discrimination] means to women."

Pay equity is "an issue that seems to be

Continued on Page 16

Commission Is Queried on Reform Costs

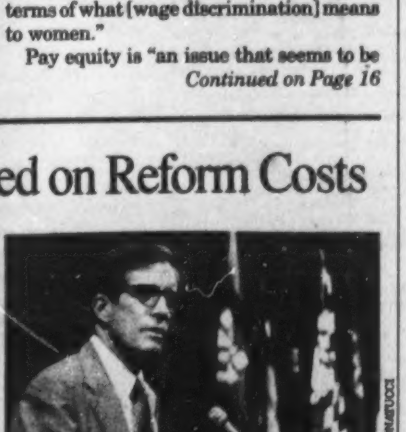
By Sheppard Ranbom

PHILADELPHIA—Members of the National Commission on Excellence in Education who met with education leaders and government officials from five states here last week were bombarded by questions about who would be responsible for implementing and paying for the reforms proposed by the commission.

Those attending the meeting praised the commission members for helping prepare the nation for education reform. But a number of administrators, school-board members, and state legislators warned that implementing recommendations to cut class size, extend the school year, raise teacher salaries, and establish merit-pay programs would cost millions of dollars that they do not have.

"Many changes will be costly, and much of the burden will fall on states already in a financial crunch. . . . States have only enough money to preserve essential services, not make improvements," said Lucille Maurer, a delegate to the Maryland General Assembly. Ms. Maurer noted that "there is a broad sweep for improvements, but not for taxes" to pay for them.

"Smaller classes, higher pay, and a longer year" carry a "hefty price tag," said Floretta D. McKenzie, superintendent of the District of Columbia Public Schools. She said that to decrease class size by one student would cost her school district $4 million per year.



THE DAILY PENNSYLVANIAN/TOM DONATUCCI

Governor du Pont; Secretary Bell

"The commission's silence on how to foot the bill leaves the question lingering," she said, noting that Japan and West Germany, America's strongest economic competitors, have a "strong national commitment" to education.

Noting that more than one-half of the students attending Philadelphia's public

Continued on Page 15

U.S.D.A. Barring Use by Schools Of Suspect Beef

'Precautionary' Move Affects Two Suppliers

By Susan Walton

WASHINGTON—Responding to a U. S. Agriculture Department ban on ground beef supplied by two plants to the federal school-lunch program, school officials last week took steps to make sure that the suspect product did not reach schoolchildren.

The Agriculture Department (U.S.D.A.) halted distribution of the 6.4 million pounds of hamburger on Sept. 20, following allegations that it "may have come from substandard cattle and may have been processed under less than sanitary conditions," according to a statement issued by Secretary of Agriculture John R. Block.

On Sept. 21, the Secretary took the additional step of barring the two firms from selling meat to the government.

As of late last week, however, the U.S.D.A. had found no evidence of a health threat and had received no reports of illness linked with the ground beef. Spokesmen described

Continued on Page 15

House Panel Told Aid Formula Slows School Integration

By Thomas Toch

WASHINGTON—Educators and researchers joined the chairman of the U. S. Commission on Civil Rights in asserting before a House panel last week that efforts to desegregate public schools have slowed considerably since the implementation of the education block-grants program a year ago.

The inclusion of the the Emergency School Aid Act of 1972 (ESAA), a categorical desegregation-aid program, in Chapter 2 of the Education Consolidation and Improvement Act of 1981 (E.C.I.A.) "has made it difficult, if not impossible, to ensure that equality of educational opportunity exists for all in the nation's schools," Clarence M. Pendleton Jr., chairman of the civil-rights commission, told the House Subcommittee on Intergovernmental Relations and Human Resources last week during an oversight hearing.

Continued on Page 14

IN SUMMARY

A Noisy Debate
Witnesses in the suit against New Jersey's moment-of-silence law disagreed sharply over its purpose and impact. **Story on Page 5.**

'Education for Tomorrow's Jobs'
A special committee of the National Academy of Sciences concludes that vocational education is in need of reform. **Story on Page 6.**

A Difficult Fight
That is the prospect for a proposal by an N.C.A.A. panel to make college freshmen ineligible for varsity sports. **Story on Page 6.**

A Successful Program
University researchers report that federal programs to combat juvenile delinquency appear to have worked. **Story on Page 8.**

The Labor Front (Cont.)
Lay teachers in New York City's Roman Catholic schools have walked out, and Chicago teachers have authorized a strike. **Story on Page 9.**

The Difficult Role of 'Miracle Worker'
Illinois superintendents say that they are not to blame for school problems and that schools have too much to do. **Story on Page 9.**

Lowering Expectations
Education is to receive fewer federal dollars in fiscal 1984 under a House appropriations bill approved last week. **Story on Page 11.**

A Long Way To Go
Less than 3 percent of the class of 1982 met the graduation requirements urged by the excellence commission. **Story on Page 12.**

An Alternative School in Harlem
A college and a school district are operating a new school that combines community service with academics. **Story on Page 13.**

Focus on 'Quality' Teaching
A citizens' task force in Connecticut has called for higher salaries and special rewards to attract and keep good teachers. **Story on Page 13.**

Athletics Column 6
Commentary .... 17 and 24
Deadlines 20
Events 20
Hearings 12
In Federal Agencies 12
In the Press 18
Letters 17
Marketplace 23
New Bills 12
New in Print 19
Washington News 11

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

FEDERAL

Senate Committee Approves Bill On Prayer Meetings

The Senate Judiciary Committee has approved a bill permitting public-school students to meet for prayer or Bible study in classrooms when school is not in session.

By an 11-to-4 vote, the committee on Sept. 15 endorsed a proposal by Senator Jeremiah Denton, Republican of Alabama, that would require schools to give student religious groups the same access to schoolrooms as is afforded secular clubs and organizations. The measure, S 1059, specifies that faculty members cannot take an active role in such gatherings.

Senate aides said the bill had not been scheduled for a vote by the full chamber as of late last week.

"The meetings can be Jewish, Muslim, students of any denomination," Senator Denton said. "The point is they have to be granted equal access, just like a drama club or anybody else."

Senator Joseph R. Biden, Democrat of Delaware, offered an amendment to the bill that would have limited its coverage to secondary schools, but the panel rejected his proposal by a 10-to-5 vote.

Senator Biden eventually voted in favor of the bill, but not before arguing that the Senate needs to inform "various groups groups around the country . . . about what they are and are not able to do" under the proposal.

On July 14, the committee sent to the full Senate, without recommendation, two proposed constitutional amendments regarding school prayer.

One of those proposals, sponsored by Senator Orrin G. Hatch, Republican of Utah, contains language similar to that in the bill approved earlier this month.

Justice Department Appoints Task Force On Family Violence

A task force to study the problems of family violence was appointed this month by Attorney General William French Smith.

The Task Force on Family Violence will hold national hearings on topics such as child and spouse abuse and mistreatment of the elderly. It is expected to deliver a report to the Justice Department within six months.

The nine-member panel is headed by William Hart, Detroit's chief of police, and includes: John Ashcroft, attorney general of Missouri; Ann Burgess, associate director for nursing research at Boston City Hospital; Newman Flanagan, district attorney of Suffolk County, Mass.; Ursula Meese, a delegate to the United Nations Commission on the Status of Women; Catherine Milton of Palo Alto, Calif., an assistant to the president of Stanford University; Clyde Narramore, a licensed psychologist and marriage counselor in Los Angeles; Reuben Ortega, chief of police in Phoenix; Frances Seward of Jamaica, N. Y., safety director of the Jamaica Service Program for Older Adults.

Clarification

High School: A Report on Secondary Education in America, excerpted in the Sept. 21, 1983, issue, is available for $15 from Harper and Row Publishers, Keystone Industrial Park, Scranton, Pa. 18512.

Title I Audit Dispute Won by Kentucky

A federal appeals court has ruled that the U. S. Education Department improperly ordered Kentucky officials in 1982 to refund $338,000 in funds for the education of disadvantaged children that were allegedly misspent in 1974.

The U.S. Court of Appeals for the Sixth Circuit, hearing the case on direct appeal, said on Sept. 14 that it was "unfair" of the department to penalize the state "where there is no evidence of bad faith and the Commonwealth's program complies with a reasonable interpretation of the law."

The case stemmed from a federal auditor's determination in 1974 that the state was in violation of a provision in Title I of the Elementary and Secondary Education Act of 1965 that requires states to use federal funds to supplement, and not supplant, state and local funds to meet the needs of students from low-income families.

Senate Committee Delays Action on Civil-Rights Panel

The Senate Judiciary Committee has once again postponed action on two key measures related to the U.S. Commission on Civil Rights.

On Sept. 15, the committee had been scheduled to vote on President Reagan's three nominees to the bipartisan, rights-monitoring agency. Senate aides said the committee's Republican leaders cancelled the session after determining that they did not have enough votes to ensure approval of all three nominees.

The committee's leaders rescheduled the vote on the nominations for Sept. 22, only to cancel it for a second time. Committee aides said the panel has rescheduled action on the nominations for Sept. 28 and 29.

Also pending before the panel's Subcommittee on the Constitution is a measure to extend the life of the civil-rights agency. Without Congressional action, the 26-year-old commission will go out of business on Sept. 30.

The subcommittee was set to act on the bill reauthorizing the commission on Sept. 16, but that session was cancelled and has yet to be rescheduled. The Republican chairman of the full committee, Senator Orrin G. Hatch of Utah, has indicated on several occasions that he would delay action on the reauthorization measure pending action on the Presidential nominations.

A bill that would extend the life of the panel for five years and permit the removal of its members only for neglect of duty or misconduct in office has already been passed by the House. That measure is pending in the full Senate and can be called up for action at any time.

Administration Seeks Abolition of Rights Deadlines

The Reagan Administration told a federal appeals court last week that U. S. District Judge John H. Pratt's oversight of the Education and Labor Departments' civil-rights activities violates the constitutional principle of separation of powers.

The papers filed by the Administration with the court last week marked the latest step in *Adams* v. *Bell* and *Women's Equity Action League* v. *Bell*, a pair of lawsuits often described as the most important litigation pending against the government for failure to enforce civil-rights laws.

In 1977, Judge Pratt ordered the departments to determine within 90 days of receiving a complaint whether a civil-rights violation has occurred at a school or college. During the following 90 days, they must try to negotiate a settlement with officials at the institution, and if those negotiations fail, the departments have another 30 days to launch enforcement procedings.

In August 1982, the Administration filed a motion with Judge Pratt requesting that he phase out the "unworkable, inflexible, and unrealistic" time frames over a period of two years. Last March, however, he upheld his earlier order and handed down a new one demanding that the departments speed up their standing investigations of race, sex, and handicap bias in educational institutions.

"Perhaps the best evidence that the time frame orders are unworkable and not feasible is the sorry record of statistical compliance with them through 12 cabinet secretaries, 10 directors of [the Education Department's office for civil rights], and 4 directors of [the Labor Department's office of federal contract compliance programs]," the Administration told the appeals court.

"Instead of a prod to better performance, the orders have become essentially a punitive device," it continued. "In these circumstances, there is ample justification for vacating [Judge Pratt's 1977 order] and allowing the agencies to start over."

Few Seniors Met Standards Set by Excellence Panel, N.C.E.S. Says

WASHINGTON—Fewer than 3 percent of the nation's 1982 high-school seniors met the graduation requirements recommended this spring by the National Commission on Excellence in Education, according to a new report.

The National Center for Education Statistics recently compared the transcripts of more than 12,000 students in both public and private schools with the recommendations outlined in the commission's report, *A Nation at Risk.*

The report, released last April, called on state and local school officials to require graduates to complete a minimum of 4 years of English, 3 years each of mathematics, science, and social studies, and a half-year of computer science. *(See Education Week, April 27, 1983.)*

The N.C.E.S. analysis indicated that only 2.6 percent of the 1982 graduates had completed course work in those "New Basics" promoted by the commission.

In addition, the excellence commission "strongly recommended" that college-bound students complete at least two years of study in a foreign language. Only 1.8 percent of all graduates and 3.7 percent of those who planned to attend college for four or more years met that requirement, the N.C.E.S. found.

"These findings further prove the need for higher expectations and more rigorous requirements in our elementary and secondary schools," said Secretary of Education Terrel H. Bell in a statement accompanying the report. "It is encouraging to note that school boards and administrators are already aware of these needs.

"Increased standards now being implemented will likely ensure that future high-school graduating classes will present a more encouraging picture," Mr. Bell added.

The N.C.E.S. survey also indicated that while the vast majority of students failed to meet the minimum 13.5 credits entailed in "The New Basics," they had accumulated an average of 21.8 credits by taking courses other than those regarded as important by the excellence commission.

'Cafeteria-Style Curriculum'

Mr. Bell said that finding supports the commission's allegation that some secondary schools offer a "cafeteria-style curriculum" that has been "homogenized, diluted, and diffused."

"This is bad news," the Secretary said. "[But] the good news is that we have a nationwide movement underway that will change this picture."

The N.C.E.S. survey was conducted as part of "High School and Beyond," its massive longitudinal study of students who were sophomores and seniors in 1980.

The center has examined the educational achievements of these groups of students every two years. —T.M.

Percentage of 1982 Graduates Who Met Various Sets of Curriculum Requirements, by Educational Aspirations

Requirements (years)	All graduates	Educational aspirations			
		High-school graduation	Some postsecondary but less than 4 years of college	4 years of college or more	Aspirations not indicated
All English (4) Mathematics (3) Science (3) Social studies (3) Computer science (.5) Foreign language (2)	1.8%	0.5%	0.4%	3.7%	0.5%
All except foreign language English (4) Mathematics (3) Science (3) Social studies (3) Computer science (.5)	2.6	0.6	1.0	5.0	1.1
All except computer science English (4) Mathematics (3) Science (3) Social studies (3) Foreign language (2)	8.4	2.2	4.2	15.6	4.2
All except foreign language and computer science English (4) Mathematics (3) Science (3) Social studies (3)	13.4	4.8	8.0	22.6	8.7

Source: National Center for Education Statistics

The Excellence Commission's 'New Basic' Requirements Compared With 1982 Graduates' Averages

Subject	Minimal standards	Average number of credits earned
	(in Carnegie units)	
Social studies	3.0	3.1
English	4.0	3.8
Mathematics	3.0	2.6
Foreign language	2.0	1.1
Science	3.0	2.2
Computer science	0.5	0.1
Total, excluding foreign language	13.5	11.8
Total, including foreign language	15.5	12.9

Panel Hears Children Tell of Nuclear War Fears

By Tom Mirga

WASHINGTON—"A lot of kids are scared they might not have a future because of nuclear war," said Jessica Fiedler, an 11-year-old from Muscantine, Iowa, to members of a House committee last week. "I want a future, too."

Jessica was one of three children to testify before the Select Committee on Children, Youth, and Families last week about their fears of nuclear war.

Her testimony—and that of the other children—provided spectators in the packed hearing room with a dramatic portrait of an age group said to be deeply troubled by living under the threat of nuclear destruction.

But their testimony came over the strong objection of Republicans on the panel, who alleged that the hearing was politically motivated and claimed that defense policy was not "an appropriate topic of discussion for the committee, even if the witnesses are children."

"I question the meaning of 'bipartisanship' as defined by this committee's majority," said Representative Thomas J. Bliley Jr., Republican of Virginia, at the beginning of the session. "Apparently, it thinks that it can do anything that it wants without taking minority views into account."

He added that if the Democrats on the committee were "serious about the topic of nuclear war," they would have opened for discussion the question of controversial curriculum guides and educational comic books "that have vivid pictures guaranteed to keep your children awake at night."

Gerald Orjuela, a 12-year-old from Brooklyn, N.Y., told members of the panel that he assumed that they "are all sensible and intelligent people."

"I'm also sure that Yuri Andropov is intelligent and that President Reagan is intelligent," he said. "But why is it that we don't use our intelligence for peace, instead of for war?

"We're frightened that a lot of countries have the bomb," Gerald continued. "We're frightened that we might be hit. Why can't we live in a world with one rule—peace?"

"I think instead of worrying so much about nuclear war, we should do something about it," added Jessica Fiedler. "But I'm still scared. It's scary to think about the world being destroyed, and nothing is left."

Ursell Austin, a 16-year-old from Oakland, Calif., told the committee

Continued on Page 13

Action To Be Sought on Tax-Credit Bill

In coming weeks, the Reagan Administration will try to move its tuition tax-credit bill through the Senate by attaching it as a rider to another piece of legislation that has a good chance of being passed, educators and Senate sources say.

The Senate Finance Committee approved the Administration's bill, S 528, last May, but the Republican leadership in the Senate has been reluctant to push for a full Senate vote, for fear that it would be defeated.

That bill, introduced by Sen. Robert J. Dole, Republican of Kansas, would permit tax credits of up to $100 in 1983, $200 in 1984, and $300 thereafter for parents with children in nonpublic schools. The credits would equal, but not exceed, one-half of tuition costs for each child.

Administration officials are urging Sen. Orrin G. Hatch, Republican of Utah, to include the bill as a rider to S 1285, the Senate version of the mathematics and science legislation before the Congress, according to a Senate aide.

The mathematics and science bill will reportedly be considered by the full Senate by the end of this month; Mr. Hatch is to be its floor manager.

However, Mr. Hatch is resisting such a maneuver, the aide said, adding that the Senator "doesn't want to turn the math-science bill into a Christmas tree." If Senator Hatch does not include the tuition tax-credit provision in the math-science bill when it is brought to the floor of the Senate, the Administration will have try to find another Senator to do so, according to the Senate aide.

President Reagan outlined the new strategy in a speech to 27 representatives of organizations that support tuition tax credits at a White House meeting Sept. 16. At the 30-minute meeting, Mr. Reagan assured those present that "he was doing everything he could" in support of tax-credit legislation, according to one participant, Sister Renee Oliver, associate director of Citizens for Educational Freedom.

Mr. Reagan reiterated his support for tuition tax credits publicly last week in a speech at the University of South Carolina, where he was awarded an honorary degree. He also repeated his support for a constitutional amendment allowing prayer in schools and merit pay for public-school teachers. —T.T.

NEW BILLS

Following is a summary of bills recently introduced in Congress that may be of interest to those in elementary and secondary education. Copies of the bills may be obtained by writing the Senate Documents Office, Rm. S325, U. S. Capitol Bldg., Washington 20510 or the House Documents Office, Rm. H226, U. S. Capitol Bldg., Washington 20515.

HOUSE OF REPRESENTATIVES

HR 3813—Education Appropriations. A bill making appropriations for the Departments of Labor, Health and Human Services, and Education, and related agencies, for the fiscal year ending Sept. 30, 1984, and for other purposes. By Representative Natcher (D-Ky.).

IN FEDERAL AGENCIES

Education Department regulations. The Education Department announced, in the Sept. 20 *Federal Register*, its intention to review, and possibly revise the Education Department General Administrative Regulations (EDGAR). These regulations govern certain fiscal and administrative procedures. They will be reviewed to find ways to reduce regulatory burdens and save money. The purpose of this notice is to present issues and invite comments to help the Secretary of Education when he reviews these regulations. Comments should be in written form and be submitted on or before Nov. 21 to Mr. William B. Riley, EDGAR Staff, Office of Management, E.D., Room 3181, FOB-6, 400 Maryland Ave., S.W., Washington, D.C. 20202; (202) 245-2853.

Education statistics. The Education Department announced, in the Sept. 19 *Federal Register*, an open meeting of the Advisory Council on Education Statistics on Oct. 6-7 at 1200 19th Street, N.W., Room 823, Washington, D.C. 20208. Contact: Roberta S. Gore, Executive Director, Advisory Council on Education Statistics, E.D., 1200 19th Street, N.W., Brown Building, Room 723-B, Washington, D.C. 20208; (202) 254-6227.

International education. The National Advisory Board on International Education Programs of the Education Department announced, in the Sept. 15 *Federal Register*, two open meetings of the Subcommittee on Critical Needs in International Education on Sept. 29 and Oct. 25, 9 A.M.-5 P.M., in Washington. Contact: Kenneth D. Whitehead or Marguerite A. Follett, International Education Programs Office, ROB-3, Room 3916, E.D., 400 Maryland Ave., S.W., Washington, D.C., 20202; (202) 245-9691.

Juvenile justice. The Justice Department announced, in the Sept. 16 *Federal Register*, that it will hold the quarterly meeting of the Coordinating Council on Juvenile Justice and Delinquency Prevention on Sept. 30, 9:30 A.M.-11:30 A.M. in Washington. The meeting will be in the Main Floor Auditorium of the Hubert Horatio Humphrey Building, 200 Independence Ave., S.W. Contact: Roberta Dorn, Office of Juvenile Justice and Delinquency Prevention, 633 Indiana Ave., N.W., Washington, D.C. 20531; (202) 724-7655.

Student loans. The Education Department published, in the Sept. 20 *Federal Register*, sample cases and expected parental contributions for the approval of need-analysis systems, and announced the closing date of Oct. 20 for the transmittal of information for the National Direct Student Loan and College Work-Study Opportunity Grant programs. Contact: Margaret O. Henry or Paula M. Husselmann; (202) 245-9720.

HEARINGS

The following Congressional hearings of interest to those in the field of elementary and secondary education have been scheduled for upcoming months. Because times, places, and witnesses frequently change with little advance notice, it is advisable to check with the committees by telephone on or near the appointed dates.

SENATE

Vocational education. Oct. 18 and 25. Oversight hearings on vocational education. Contact: Subcommittee on Education, Arts, and Humanities (202) 224-2962.

HOUSE OF REPRESENTATIVES

Child nutrition. Sept. 28. Oversight hearings on child nutrition. Contact: Subcommittee on Elementary, Secondary, and Vocational Education (202) 225-4368.

Education Department. Sept. 27 and 29. Hearings on the reorganization of the Education Department. Contact: Subcommittee on Elementary, Secondary, and Vocational Education (202) 225-4368.

House Panel Told Block Grants Impede Desegregation Efforts

Continued from Page 1

David S. Tatel, director of the office for civil rights in the former Department of Health, Education, and Welfare from 1977 to 1979 and a member of the board of directors of the Lawyers' Committee for Civil Rights Under Law, testified that the block-grants program has had a "devastating impact" on school systems' desegregation plans.

He noted that only five states took such factors as minority enrollment or racial isolation into account in their block-grant funding formulas last year, although 43 states benefited from the ESAA program the year before. And he cited a study of about 1,200 school districts last spring by the American Association of School Administrators that found that only 5.7 percent of school systems used Chapter 2 money for programs that previously would have been funded under ESAA.

In 1981, ESAA provided school systems with $149.2 million in aid to support such desegregation-related efforts as magnet schools, remedial programs, staff development, and community relations. Last year, the states received approximately $455-million under Chapter 2.

Several of the 20 witnesses called before the subcommittee urged Congress to pass legislation that would reauthorize ESAA. One measure, which would re-establish ESAA as a categorical program with a funding ceiling of $100 million, has passed in the House and is pending in the Senate.

Mr. Pendleton and others criticized the Education Department for failing to issue regulations requiring states to target Chapter 2 funds for desegregation programs in inner cities and other areas with large minority populations. "The department proposed no standards for evaluating states' formulas or requirements that states show they would concentrate Chapter 2 funds on the neediest school districts, as Congress intended," Mr. Pendleton told the subcommittee.

Secretary of Education Terrel H. Bell said in a Jan. 31 letter to the Council of the Great City Schools that "nothing in the [E.C.I.A.] law requires the Department of Education to promulgate enforceable standards for determining whether state criteria for adjusting the allocations are reasonably calculated to produce an equitable distribution of funds." This summer, the department issued the final version of its nonbinding Chapter 1 and Chapter 2 guidelines.

Anne T. Henderson of the National Committee for Citizens in Education testified that the nation's 30 largest school systems received much less federal aid under Chapter 2 than they did under the 29 categorical programs that were folded into it. She said those districts, which enroll nearly half of the nation's minority students, received 45 percent less in federal funds during 1982-83 than during the year before.

Ms. Henderson said that under Chapter 2 there "has been a massive redistribution of federal funds away from states serving large numbers of poor, nonwhite children."

Witnesses testified that states, on average, distributed 70 percent of their Chapter 2 aid to school systems on the basis of enrollment and 30 percent on the basis of the number of a system's "high-cost" students, such as the handicapped or disadvantaged.

Representative Robert S. Walker, Republican of Pennsylvania and ranking minority member on the subcommittee, said during the hearing that he thought such a formula adequately accounted for the needs of high-cost students.

Leonard M. Britton, superintendent of schools in Dade County, Fla., responded that "there must be an unequal distribution of dollars because the needs of students in different places are unequal."

Early in the hearing, Representative Walker and Representative Ted S. Weiss, Democrat of New York and chairman of the subcommittee, engaged in a somewhat heated exchange.

"I must express my concern about the one-sided approach reflected in the list of prospective witnesses," Mr. Walker said, adding that he had not been given the list of witnesses until 24 hours before the hearing. Mr. Weiss said that, on the contrary, the Republican staff of the committee had been given a witness list several days prior to the hearing.

Gary Bauer, deputy under secretary of education for planning, budget, and evaluation, testified that Congress intended that Chapter 2 address state and locally determined priorities, minimize paperwork, and be designed and implemented by "those closest to students and their parents."

He noted that local school officials responding to surveys done for his office said that Chapter 2 has reduced the administrative burden on them and has afforded them greater discretion over how federal aid is used.

However, several local educators who testified at the hearing said there was too little guidance for school systems concerning the proper use of Chapter 2 funds. "In practical terms," said Mr. Britton, "the brevity of the statute, the limited scope of the regulations, the nonbinding characteristics of federal guidance, and the extension of rulemaking authority to state education agencies have resulted in confusion, contradiction, and a general lack of clarity at the district level."

Studies cited at the hearing have found that school systems used about half of their Chapter 2 funds for books, computers, and other materials.

Ms. Henderson noted in her testimony that many school systems are administering their block grants in much the same way that they administered grants they received through Title IV-B of the Elementary and Secondary Education Act of 1965, which also provided assistance in the purchasing of instructional materials.

Studies Evaluate Schools' First Year Experiences With Chapter 2 Block Grants

				Percentages of special needs								
State	State allocation (1982-83 school year)	State set-aside	Percentage of remaining funds distributed on enrollment/special needs	Low income	Sparse population	Tax effort	Limited English proficiency	Gifted and talented	Low high achievement	Desegregation	Handicapped	Other
Alabama	$7,633,794	10.0	80%/20%	8.0		2.0		10.0				
Alaska	2,187,360	20.0	30/70	25.0	25.0						20.0	
Arizona	5,098,049	10.0	98/02	*	*			*				
Arkansas	4,373,525	20.0	90/10	10.0								
California	41,291,513	19.5	42/58	8.5	1.5		5.0			43.0		
Colorado	5,222,993	20.0	83/17	16.0	1.0							
Connecticut	5,626,052	20.0	21/79	60.0						18.0		1.0
Delaware	2,187,360	20.0	70/30	10.0				10.0		0.0	10.0	
Florida	15,925,153	17.5	64/36						36.0			
Georgia	10,864,740	20.0	50/50	50.0								
Hawaii**	2,187,360	20.0	100/0									
Idaho	2,187,360	20.0	85/15	10.0	5.0							
Illinois	21,163,056	20.0	70/30	30.0								
Indiana	10,582,428	20.0	83/17	15.0	2.0							
Iowa	5,330,630	20.0	75/25	20.0			5.0					
Kansas	4,129,341	20.0	88/12	9.0	1.0						2.0	
Kentucky	7,057,931	20.0	84/16	7.0	7.0	2.0						
Louisiana	8,545,906	20.0	85/15	10.0							5.0	
Maine	2,187,360	20.0	60/40	40.0								
Maryland	7,896,681	20.0	80/20	11.5							8.5	
Massachusetts	10,173,811	20.0	40/60	60.0								
Michigan	18,231,652	20.0	58/42		6.0				18.0	18.0		
Minnesota	7,629,692	20.0	82/18	12.0	6.0							
Mississippi	5,283,645	20.0	95/5	*	*						*	*
Missouri	8,895,073	20.0	78.5/21.5	18.5	3.0							
Montana	2,187,360	20.0	71/29	9.0	2.0	18.0						
Nebraska	2,861,216	20.0	75/25	5.0							20.0	
Nevada	2,187,360	20.0	90/10	10.0								
New Hampshire	2,187,360	20.0	50/50		*	*					*	
New Jersey	13,484,913	20.0	30/70	20.0				5.0	26.0	20.0		
New Mexico	2,865,553	20.0	70/30		30.0							
New York	31,340,643	20.0	86.5/13.6		0.3		0.2		13.0			
North Carolina	11,047,452	20.0	70/30	30.0								
North Dakota	2,187,360	20.0	87/13	9.0	4.0							
Ohio	20,354,591	20.0	75/25	13.0	0.04	10.0					1.6	
Oklahoma	5,484,556	20.0	80/20	5.0	10.0						6.0	
Oregon	4,631,497	20.0	70/30	9.0	0.5		2.5	4.0		7.0	7.0	
Pennsylvania	20,986,546	17.0	60/40	35.0	5.0							
Rhode Island	2,187,360	20.0	60/40	23.0			6.0				11.0	
South Carolina	6,203,610	20.0	70/30	30.0								
South Dakota	2,187,360	20.0	90/10		5.0						5.0	
Tennessee	8,578,920	20.0	*	*								
Texas	27,672,974	20.0	73/27	15.0			5.0				7.0	
Utah	3,088,956	20.0	77/23		*						*	*
Vermont	2,187,360	20.0	60/40	31.0	9.0							
Virginia	9,824,822	20.0	65/35	18.0					17.0			
Washington	7,348,289	20.0	50/50	15.0			5.0	10.0		20.0		
West Virginia	3,652,769	20.0	90/10	5.0							5.0	
Wisconsin	8,919,131	20.0	50/50	50.0								
Wyoming	2,187,360	20.0	*		*	*		*				

* Distribution based on a weighted per-pupil formula that takes into account the high cost of educating special-needs children.

** Hawaii has only one school district.

Source: National Commission for Citizens in Education, 1983.

Studies Evaluate State, Local Experience With Block Grants

Since last year, the first in which school systems received federal aid under Chapter 2 of the Education Consolidation and Improvement Act of 1981 (E.C.I.A.), a number of groups have conducted studies looking at the first year's experience with the block-grants program. Among them are:

- *No Strings Attached: An Interim Report on the New Education Block Grant*, by Anne T. Henderson of the National Committee for Citizens in Education.

The report gives the legislative history of Chapter 2, documents changes in the distribution and use of federal funds under the block grant, and discusses the governance of the new program through case studies of the experiences of seven states.

It concludes that "the formula that allocates funds from [the federal government] to the states' [school-age population] has resulted in a massive redistribution of federal funds away from states serving large numbers of poor, nonwhite children, toward more sparsely settled states with few minority children."

For further information, contact the National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Md. 21044.

- *The New Federalism: State Responses to the 1981 Education Consolidation and Improvement Act*, by Linda Darling-Hammond and Ellen L. Marks of the Rand Corporation for the U. S. Education Department. The study analyzes the responses of nine states, reviews the legislation creating the block grants to states, assesses the roles of various state bodies in formulating Chapter 2 policy, and analyzes the various intergovernmental relationships created by the block-grants program.

"The E.C.I.A. represents a small first step toward realigning the intergovernmental aid system in education," the authors note. "It is a small step both because the consolidated programs represent a tiny fraction of education revenues and because the amount of real deregulation accompanying the new law is minimal."

Most state officials agreed with the intent of the E.C.I.A. and thought that it created opportunities for "more effective and efficient service delivery," the authors also said. But "again and again," they added, state administrators pointed out "the numerous ambiguities created by the passage of the E.C.I.A. and its administration by the Department of Education."

For further information, contact The Rand Corporation, Santa Monica, Calif. 90406.

- *Kaleidoscopes: Emerging Patterns of Response and Action in E.C.I.A. Case Studies of Chapter 2 in Selected States*, by Regina M. J. Kyle of E.H. White and Company for the National Institute of Education of the U. S. Education Department. This study evaluates the effects of the implementation of Chapter 2 in nine states.

In general, the author concludes, the process of implementing their block grants "has been a smooth one" in the nine states. "State agencies have been careful and responsible in carrying out their mandates."

This study also concludes that the school systems that received funds during 1982-83 under Chapter 2 had little or no involvement with previous categorical programs and that large amounts of block-grant money is being spent on computers.

For more information, contact E.H. White and Company, 1025 Vermont Ave., N. W., Washington, D. C. 20005.

Continued on Next Page

U.S.D.A. Bans Use of Suspect Meat in the School-Lunch Program

Continued from Page 1

the measures as "precautionary."

The investigation has sparked Congressional interest as well. Last week, Representative Tom Harkin, Democrat of Iowa and chairman of the House Agriculture Committee's Subcommittee on Livestock, Dairy, and Poultry said that the subcommittee will hold hearings on conditions at the two plants, although he did not announce a date.

In at least one state, Illinois, officials stopped distributing the ground beef before being ordered to do so by the U.S.D.A. Donald G. Gill, state superintendent of public instruction, recommended that schools not use federally provided ground beef until the situation became clearer. Mr. Gill also sent a strongly worded telegram to Mr. Block, seeking confirmation that the meat did not pose a threat to the health of Illinois schoolchildren.

In Chicago, Ruth B. Love, superintendent of schools, also called a halt to the use of government hamburger. Gov. James R. Thompson Jr. announced in a news conference that he had ordered shipment of the suspect meat to Illinois halted.

The beef in question was supplied by Cattle King Packing Company of Denver and Nebraska Beef Packers Inc. of Gering, Neb. Both companies were the subject of an investigation by the Better Government Association (B.G.A.), a Chicago-based citizens' group, and NBC-TV's "First Camera," a new program similar in format to CBS-TV's "60 Minutes." *(See Education Week, Sept. 21, 1983.)* During the 1982-83 school year, Cattle King provided 14 percent of the ground beef used in the school-lunch program and Nebraska Beef supplied 7 percent, according to the investigative report.

Officials of the companies did not return telephone calls last week; in news reports, the owners were quoted as denying the charges.

The results of the investigation were made public on the Sept. 18 premiere of "First Camera." But according to U.S.D.A. officials, the department had started an investigation prior to issuing the ban. The officials said the department had been aware of possible violations by the plants prior to learning of the investigation, but declined to say how the alleged problems had come to their attention.

Samples of Beef

U.S.D.A. officials said they had notified school officials in states that had received the ground beef and had taken samples of beef from the two plants at 14 sites in 12 states.

School-lunch hamburger is purchased from meat packers by the Agricultural Marketing Service, a branch of the U.S.D.A., and distributed through the Food and Nutrition Service, which administers the federal school-lunch program.

The 12 states were Alabama, Arizona, California, Georgia, Hawaii, Idaho, Kentucky, North Carolina, Oklahoma, Oregon, Tennessee, and Washington. They were chosen because the inspection branch of U.S.D.A. knew that some of the beef from the packers in question had been sent to the states. As goverment scientists receive information on the whereabouts of the rest of the meat from other branches of the department, they will conduct further sampling.

U.S.D.A. officials said that they had "capabilities" that allowed them to track the ground beef but said that they would give access to the necessary information only to those directly involved in the program, not the general public.

Officials in some of the states that received the beef said the U.S.D.A. had told them how to identify precisely the meat from the two suppliers. Notified on Sept. 19 by the department, the states had halted use of the beef by the following day. In some cases, because it is still early in the school year, the product was still in state warehouses.

Evidence uncovered by the investigators suggests that the meatpacking firms—owned by members of the same family—used unsanitary practices and routinely processed meat that should have been condemned.

The U.S.D.A. estimates that there are about 6.4 million pounds of the ground beef currently somewhere in distribution channels between the packers and the schools.

"Routine samples" of the hamburger from Cattle King and Nebraska Beef, taken by the U.S.D.A. since October 1981, "indicate no health threat and no reports of illness associated with beef from the two plants," according to a statement issued by Secretary Block.

The investigation is being conducted by the office of the U.S.D.A. inspector general. In his Sept. 21 statement, Secretary Block said that he was "not in a position to discuss any of the details of the investigation at this time."

Site Visits and Interviews

Department sources, however, said the investigation would include both site visits and interviews with people involved with the plants.

Officials in some states that have not received any of the beef from the suspect packers said they had not asked schools to halt all use of the federally provided hamburger.

Some public-interest groups described the situation at Cattle King and Nebraska Beef as the latest evidence of problems in the federal meat-inspection program.

A survey conducted by a U.S.D.A. review board several years ago found wide disparities in inspection practices from region to region, according to an official with the Community Nutrition Institute (C.N.I.), a public-interest group. The disparities offer evidence of a lack of consistent national practices and management, according to the official.

He described a case of poultry contamination that was discovered when Georgia schoolchildren became ill after eating the chicken. An analysis revealed that the chicken was contaminated with styrene, a chemical used in the resurfacing of floors that is easily picked up by meat. Such contamination, which produces a markedly unpleasant odor, abates eventually, as the chemical breaks down into its components.

The standard procedure would be to condemn styrene-contaminated meat, according to C.N.I. But in this instance, U.S.D.A. inspection officials agreed to let the packer hold the poultry until the contamination abated, then sell it.

E.D. Block Grants Analyzed

Continued from Previous Page

- *The Effects of the Chapter 2, E.C.I.A. Consolidation on the Administrative and Paperwork Requirements for Local School Districts*, by Anne H. Hastings and Ted Bartell of Advanced Technologies Inc. for the office of planning, budget, and evaluation of the U. S. Education Department. The purpose of the report was to analyse how Chapter 2 affected the paperwork requirements of local school administrators who receive the federal aid.

The authors found that 11 of the 12 local Chapter 2 administrators interviewed agreed that "the block grant reduced the administrative and paperwork burden on schools" and that the two most positive aspects of the Chapter 2 program are the simplified application procedures and the discretion that is afforded local school officials.

Some of the local officials surveyed, however, said the Chapter 2 program has resulted in the loss of funds directed specifically at innovative local research and demonstration projects, the weakening of controls "to ensure that funds are expended according to the law and for purposes that are in the national interest, and the loss of incentives to plan projects carefully, set objectives and evaluate results." For more information, contact Advanced Technologies Inc., 7923 Jones Branch Drive, McLean, Va. 22102.

- *Fiscal Effects of the Chapter 2, E.C.I.A. Block Grant on the Largest Districts and Cities*, by Richard K. Jung and Ted Bartell of Advanced Technologies Inc. for the office of planning, budget, and evaluation of the U. S. Education Department. This study compares funding patterns under Chapter 2 in 28 of the nation's largest school systems to the funding levels under the former categorical programs in the two years prior to the implementation of the block grants.

Twelve of the 28 school systems received more aid under Chapter 2 than they did the year before; 16 schools systems received less, the authors found. Overall, the 28 school systems studied received 30 percent less in federal funds last year under Chapter 2 than they did the year before under various categorical programs.

The researchers also found that county school systems, in general, "fared better" under Chapter 2 than did city school systems; systems with low proportions of nonwhite students tended to receive higher Chapter 2 allocations. "The findings of this analysis," the authors note, "suggest that some attention be focused on alternatives for assisting districts undergoing court-ordered desegregation, which realized substantial budget reduction under Chapter 2."

For more information, contact Advanced Technologies Inc., 7923 Jones Branch Drive, McLean, Va. 22102.

—T.T.

Commission Fields Questions on Reform Costs

Continued from Page 1

schools come from families on public assistance, one local educator said that it was "unfair to leave an excessive burden of additional cost at the state and city level."

Commission members responded that the task of determining a price tag for their reform program "was not in the commission's charter," and Secretary Bell reiterated the Reagan Administration's policy that "the major funding role for education ought to rest with the states."

"Education is to state governments what national defense is to the federal government," he said.

The purpose of the meeting—the eighth in a series of 11 regional conferences—was to continue discussion about *A Nation At Risk*, the commission's final report; to hear from governors, state education leaders, and legislators what has been done in their states to implement the recommendation of the report; and to "spur further initiatives," according to members of the commission.

The conference, which was held at the University of Pennsylvania, attracted more than 1,000 participants from Delaware, Maryland, New Jersey, Ohio, Pennsylvania, and the District of Columbia. (Another forum on the recommendations of the excellence commission was held last week in Athens, Ga. Others will be held in Kingsport, Tenn., and Seattle.)

Gov. Thomas H. Kean of New Jersey outlined the proposals—to raise beginning teachers' salaries, establish a master-teacher program, and open teaching posts to candidates not trained in education schools—that he presented to a special joint session of the New Jersey Legislature earlier this month. *(See Education Week Sept. 14, 1983.)*

New Jersey educators present at the conference expressed doubt that the legislature would approve the package.

"The ideas are good, but are they practical?" asked Carol A. Hoch, vice-president of the Ocean County, N.J., school board and a 1st-grade teacher.

Ms. Hoch said that taxes are already high in the state and that the upgraded salaries for new teachers would upset those who have worked in the schools for four years and still do not make $18,500. "If we are going to raise salaries, we need to upgrade the whole salary scale for teachers," she said.

Other educators took issue with the Governor's merit-pay plan and raised several questions: "How do we determine who is a master teacher?" "What do we do when 6 percent of teachers deserve to be master teachers, but we have funding only to recognize 5 percent in that way?" "What do we say to parents when their child does not have the master teacher this year?"

Officials from Pennsylvania and Delaware also described their states' education-reform efforts.

In Pennsylvania, final adoption of new state minimum high-school graduation requirements (that would raise the number of required credits from 13 to 21 and triple the number of credits required in mathematics and science) is slated for November, according to Richard C. Wilburn, the state's chief education officer. State officials are also reviewing curriculum standards, evaluating the "preparation, supervision, and recognition" of teachers, and considering a statewide testing program to assess student progress. Pennsylvania is one of the few states without a testing program, according to Mr. Wilburn.

The Delaware Legislature this year allocated additional funds to decrease class size, introduce teacher competency tests, develop basic-skills programs, and improve programs for the gifted and talented, according to Lt. Gov. Michael N. Castle. He added that the state was in the midst of a comprehensive review of education in grades K-12.

Gov. Pierre S. du Pont 4th of Delaware called on educators to "lay out the challenge" for school improvement by working "to motivate, interest, and involve parents." The job of school improvement requires "more than the support of educators and interest groups," he said.

"We need to involve parents in the system. The letter home sent by teachers can be a channel of good news," said Penny R. Cipolone, a teacher at Gateway Regional High School in Woodbury Heights, N.J., who last year was named the state's teacher of the year.

She urged teachers, who are "besieged by paperwork, student council meetings, and milk money," to raise their grading standards; to "refuse to change the 62 grade to 65" to pass students who are failing; to collect—and correct—homework assignments; and to encourage good students to pursue teaching as a career.

Delinquency Aid

Continued from Page 8

school officials of the goals and responsibilities of people in the schools. Each of the project's seven schools employed two staff members to run the program and the central administration employed three additional employees.

"I thought the [regulations and paperwork were] going to be perceived as burdensome in Charleston," Mr. Gottfredson said. "I thought we were going to get a little rebellion, but instead we got people saying, 'Gee, I'm glad I know what my job is.' "

The Hopkins report argued that criticism of past efforts to reduce juvenile delinquency was misdirected. The report said that many juvenile programs were developed but never fully implemented. Many techniques that would reduce juvenile delinquency in schools have been "underutilized or . . . misapplied in schools," the report said.

Some of the early juvenile-delinquency programs, Mr. Gottfredson added, amounted to little more than "putting up basketball courts" to keep students occupied.

10/18/83 R4800-2 A

MISSING

Because more than a million children are abducted or run away from home each year, a growing number of school districts are fingerprinting pupils and taking steps to prevent kidnappings.

See Page 6.

MEETING

A bill for a summit conference on education has passed in the House and is before the Senate, but Secretary Bell, saying that the resulting session would be "too late," has scheduled his own summit meeting for early December.

See Page 13.

MANDATING

Efforts to initiate educational reforms are progressing in Illinois, Utah, and Wisconsin, as special committees and education leaders call for more rigorous academic programs, merit pay for teachers, and more productive school days.

See Pages 5, 8, and 9.

EDUCATION WEEK

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Fiscal Health of Urban Districts Tied to Costs of Teaching Poor

By Peggy Caldwell

The ability of urban school districts to identify and address the higher costs incurred in educating poor children may be the major determinant of their fiscal health in the coming years, according to a draft report of a new study by the U. S. Education Department's School Finance Project.

The districts most likely to meet that challenge, according to the report, are characterized by higher-than-average per-pupil expenditures, heavy reliance on local revenue sources, and low proportions of children under 5 years of age.

And, not surprisingly, the prospects for large-city districts correlate closely with the outlook for the states in which they are situated, although the research team did find exceptions. Some districts with otherwise poor prospects were upgraded, the report says, because they can reasonably expect to benefit from their states' better outlook.

The report, "The Financing of Urban Public Schools: A Report on Selected School Systems," which is expected to be issued in final form within a month, is a supplement to the project's assessment of state prospects for funding education. Both are part of a comprehensive, four-volume study of school finance ordered by the Congress in 1978.

The urban-schools study is based on 1980 data from 44 districts, including five county districts that take in large cities. The sample represented about 13 percent of the nation's public-school children in 1979-80 and over half the systems enrolling more than 50,000 pupils, according to the report.

A district characterized as having "good prospects" cannot necessarily expect to see its absolute level of resources increase; instead, it is one that is considered likely to maintain or improve its average per-pupil expenditure over time. Hence, an expected increase in enrollment is considered a burden, since it is unlikely that resources will be increased accordingly; stable or declining enrollment is seen as an advantage.

"You couldn't say the cities were so broke that they needed help for school purposes, because [the situation] varied so much," said Esther O. Tron, principal author of the report. "It was the composition of the pupil population that might require more re-

Continued on Page 18

UPI

Chicago teachers continued their strike last week, with negotiations at an impasse over salary issues. The union seeks a 10-percent raise, and the board is offering .5 percent and reduced benefits. Oakland, Calif., teachers ended their strike after winning an average increase of 7 percent.

TEACHERS UNION
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FOR OUR CONTRACT
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President Urges 'Partnerships' With Schools

Directs Federal Agencies To 'Adopt' a School

By Thomas Toch

WASHINGTON—In an effort to "break down the walls around schools and open them up to the public's attention and involvement," President Reagan last Thursday urged businesses, government agencies, and communities to form "partnerships" with every school and community college in the country by the end of the school year.

"Everyone must get involved," he said at a White House ceremony. He proclaimed 1983-84 the "National Year of Partnerships in Education" and announced his intention to sign a memorandum directing all federal agencies to "adopt" a school.

To dramatize his point, the President announced that the White House will adopt the Congress Heights Elementary School—a predominantly black public school in the District of Columbia. The ceremony was broadcast live by closed-circuit television to the newly adopted school.

Alluding to Americans' "love affair with learning" and evoking the names of Thom-

Continued on Page 15

Two Companies To Offer Computers Specifically for Schools

By Charlie Euchner

As the American microcomputer market was experiencing what experts called the early stages of a "shakeout," two companies were launching the first U. S. efforts to develop and market computers designed specifically for education.

Acorn Computers Ltd., the major manufacturer of computers for schools in Great Britain, this month initiated a marketing effort in this country that officials predicted would enable the company to attract 10 percent of the education market within the next year.

At the same time, officials of a new Virginia-based company called the National Information Utilities Corporation (N.I.U.C.) were studying the possibility of developing a computer system specifically for education.

N.I.U.C. officials said the company has had discussions with Intel Corporation, a major manufacturer of microchips, about collaborating on such a project. The N.I.U.C. is expected to make a public offering of its stock soon.

Terry Herndon, formerly executive director of the National Education Association and now director of a study of the education market for the N.I.U.C., said the new company might attempt to develop computer systems that would link school computers with each other and with large databases across the country.

Intel officials have expressed an interest in "moving from the chip business to the systems business," Mr. Herndon said. The N.I.U.C. and Intel have not decided whether they would produce a new computer or incorporate available technology into a complete educational system.

N.I.U.C. officials have consulted many education organizations, such as the Minnesota Educational Computing Consortium and the New York City Board of Education, about what features an educational computer would need to be useful.

Acorn officials, meanwhile, said their machine's $995 pricetag should make their computer competitive with the major

Continued on Page 15

COMPUTERS

Teachers of computer courses have long suspected that computers encourage students to work together rather than separately. Researchers say they now have evidence to confirm that suspicion.

Marion Perlmutter, professor of child development at the University of Minnesota, says an experiment involving preschool children revealed that children work together more when they use computers than when they work on other projects.

After giving 60 3- and 5-year-old students about 30 minutes of instruction in using the keyboard and other features of a computer, researchers at the university's Child Care Center allowed students to use computers during their daily one and one-half hours of free time. The researchers observed 60 students for three days a week over a nine-week period.

The average child spent about 75 percent of his time on the computer working with other children, Ms. Perlmutter and her research associate, Alexandra Muller, found.

Most children of that age spend little time working with their classmates, Ms. Perlmutter said. When students worked on jigsaw puzzles, they spent only about 10 percent of the time with other children. The way students worked on the computer, she said, "was not very typical of preschoolers."

Prior to starting the research last fall, Ms. Perlmutter said, she shared the reluctance of many educators to introduce the computer to such young children. She said she thought such children might be able to use only computers that had speech-synthesizers. But she said students learned to use the keyboard quickly.

Ms. Perlmutter said she would expand her research to other preschool programs in the Minneapolis area over the next three years with a $70,000 grant from the National Institute of Education. The new research will concentrate on "problem-solving skills" as well as the social environment that computers create.

□

A growing number of guidance counselors have begun to use computers to analyze the capabilities of their students and how those capabilities can be put to work in classes and the workplace. Two projects in California now offer comprehensive information on such uses.

The Santa Clara County office of education is updating its directory of computer software produced for guidance counselors. The next edition will be available in January. The book is believed to be the only compilation of information about guidance software.

The H. B. McDaniel Foundation in Fullerton, Calif., is funding a study of the issues that guidance counselors will face in the next 20 years. The educators working on the project—led by H. B. Gelatt, the director of the Future Directions Project at Stanford University—released their first findings this summer.

□

The year is 1994, and President Daniel Patrick Moynihan finds the public-school system in dire need of federal support. Public schools enroll only 13.2 percent of all students nationwide—a situation that has resulted from the proliferation of microcomputers in society and the passage of tuition-tax credit legislation.

That is the vision of Robert C. Snider, a research assistant for the National Education Association. In one of 11 articles about computers in education published in this month's *Phi Delta Kappan*, the monthly magazine of the education fraternity, Mr. Snider warns that computers could undermine all of education.

The microcomputer is such a revolutionary machine, Mr. Snider fears, that it could transform schools into places where only "the most visible technological underclass of the 1990's will be found."

Among the other topics covered in the *Kappan* issue devoted to computers in education: the extent to which tommorow's economy will demand "computer literacy" from today's students; the advantages of learning by computer; the task of implementing computer use in the school; the role of the teacher in computer learning; and the use of computers to conduct daily school business.

□

Secondary schools generally have supported training for their mathematics and science teachers to enable them to teach computer-science courses. Now at least one college has formally embraced that practice.

Clarkson College in Potsdam, N. Y., this summer used a $216,000 grant from the Alfred P. Sloan Foundation to retrain faculty members in the sciences to serve as computer-science instructors. The two-year program is run by the Mathematical Association of America and the Association for Computing Machinery.

The National Institute for Retraining in Computer Science includes faculty members from the University of California at Berkeley, Carnegie-Mellon University, Cornell University, Dartmouth College, and the Massachusetts Institute of Technology.

□

Notes: The Annenberg/C.P.B. Project—a program funded by the Annenberg School of Communications and run by the Corporation for Public Broadcasting—has announced grants for studies of technology and education. The Electronic Text Corporation will conduct a $1-million study of ways in which electronic text and graphics can be used in higher education. The University of South Florida will use a $200,000 grant to investigate the usefulness of electronic-mail courses, such as the those offered by a new company called TeleLearning Systems Inc. *(See Education Week, Sept. 21, 1983.)*. . . . The new Miss Teen of America, Denise Wallace, is a computer-science major at Bradford University in Bradford, Va. Ms. Wallace, 18, won a $15,000 scholarship in the competition. . . . Schools in the Yukon-Koyukuk School District in Nenana, Alaska, district are experimenting with a battery pack to supply electricity for microcomputers. The 12-volt battery will be used in areas where the electrical current is not consistent enough for computers to operate without "crashes." —C.E.

DATABANK

The States' Reports on Asbestos in Schools

The following table is from a U. S. Education Department report to the Congress. A copy of the unreleased report, dated Sept. 25, was made available to Education Week.

		Total number of schools	Total schools inspected	Total schools with asbestos problems	Number of schools with asbestos hazard abated, by treatment: Removal	Enclosure	Encapsulation	Special operations, maintenance	Total schools with hazard unabated	Total square footage detected: Already abated	Not yet abated
Alabama	Public	1,465	Full report expected to be ready in August 1983.								
	Non-public	249									
Alaska	Public	466	Report contained no data to be tabulated.								
	Non-public	36									
Arizona[1]	Public	866									
	Non-public	221	372	372	1						
Arkansas	Public	1,186	1,1[illegible]	172	7	23	44	98			
	Non-public	114	52	30							
California	Public	7,440	Report contained no data to tabulate.								
	Non-public	2,415									
Colorado	Public	1,269	Has not reported.								
	Non-public	229									
Connecticut	Public	1,030		170+	36						
	Non-public	333	No data to tabulate on nonpublic schools.								
Delaware	Public	159									
	Non-public	82	No data reported by schools								
District of Columbia	Public	184		5			5				
	Non-public	93		3							
Florida	Public	2,111			Mostly removed		Some			1.6M+	3M
	Non-public	824	No data reported on nonpublic schools.								
Georgia	Public	1,823		36		Last report was in 1981.			27		
	Non-public	334	No data reported on nonpublic schools.								
Hawaii	Public	230	230	81	81				None	1.396M	
	Non-public	114									
Idaho	Public	561	Not in compliance on reports								
	Non-public	46									
Illinois	Public	5,261	4,171	894	141	48	216	25			
	Non-public	1,344	1,344	296	16	125	32				
Indiana	Public	2,686	2,686	721	3	2	14	8			
	Non-public	462	462	No other data on nonpublic schools.							
Iowa[2]	Public	1,751	1,[illegible]	277	Not in compliance on reports. These data are from 1981.						
	Non-public	287	No data on nonpublic schools.								
Kansas	Public	2,296	2,296	477					375		
	Non-public	253	253	36					24		
Kentucky	Public	1,368	Not in compliance on reports.								
	Non-public	286									
Louisiana	Public	1,568	No data to tabulate.								
	Non-public	437									
Maine	Public	819	No data to tabulate.								
	Non-public	113									
Maryland	Public	1,322	No data to tabulate.								
	Non-public	371									
Massachusetts	Public	1,919	Reports contained no data to tabulate.								
	Non-public	513									
Michigan	Public	3,567							69	60,856 sq. ft.	1.877M sq. ft.
	Non-public	863							None		
Minnesota	Public	1,851	No data submitted.								
	Non-public	487									
Mississippi	Public	1,060	Reports contain no data to tabulate.								
	Non-public	168									
Missouri	Public	2,173	Reports contain no data to tabulate.								
	Non-public	556									

					Number of schools with asbestos hazard abated, by treatment					Total square footage detected	
		Total number of schools	[illegible]	Total schools with asbestos problems	[illegible]	Enclosure	[illegible]	Special operations, maintenance	[illegible]	Already abated	[illegible]
Montana	Public	782	No data submitted.								
	Non-public	78									
Nebraska	Public	1,677	Not in compliance on reports.								
	Non-public	227									
Nevada	Public	284	Report contains no data to tabulate.								
	Non-public	38									
New Hampshire	Public	450 buildings	171 buildings		11 LEAs						Unknown
	Non-public	102	No reports on nonpublic schools.								
New Jersey	Public	2,363	Not in compliance on reports.								
	Non-public	829									
New Mexico	Public	634	494	142						1,956,800 detected	
	Non-public	110	No data submitted on nonpublic schools.								
New York	Public	4,074	All—reports contained no data on detection or control activities.								
	Non-public	1,907									
North Carolina	Public	2,014	1,116	286	48	1	64	53			Not known
	Non-public	293	No data on nonpublic schools.								
North Dakota	Public	825	Not in compliance on reports								
	Non-public	64									
Ohio	Public	3,925			No data on detection or control activities						
	Non-public	871									
Oklahoma	Public	1,947	1,947								
	Non-public	82	131	1						1.116M	
Oregon	Public	1,289	Report contained no data to tabulate.								
	Non-public	163									
Pennsylvania	Public	3,197	3,197	939							
	Non-public	373	373	67							
Rhode Island	Public	302	326 in 1976	37	3		1	15			
	Non-public	117	No data submitted for nonpublic schools.								
South Carolina	Public	1,146	978	190							
	Non-public	203									
South Dakota	Public	742									
	Non-public	108									
Tennessee	Public	1,780	1,780	332	10		7				
	Non-public	290	68	Data are from 1981.							
Texas	Public	5,593	317 LEAs	197 LEAs	34 LEAs						
	Non-public	659	No data submitted on nonpublic schools.								
Utah	Public	603	373								
	Non-public	26	No data submitted on nonpublic schools.								
Vermont	Public	426									
	Non-public	62									
Virginia	Public	135 LEAs	105 LEAs	63 LEAs					43 LEAs		
	Non-public	361	No data submitted on nonpublic schools.								
Washington	Public	1,765	1,765								
	Non-public	330	No data on nonpublic schools.								
West Virginia	Public	1,145	State report gave no data on detection and control activities.								
	Non-public	85									
Wisconsin	Public	2,134			There was abatement in 78 schools in 1981.						
	Non-public	909	No data reported on nonpublic schools.								
Wyoming	Public	392									
	Non-public	30	No data on nonpublic schools.								
American Samoa		No report submitted.									
Guam		No report submitted.									
Puerto Rico		No report submitted.									
Trust Territory		281 public and nonpublic. Some schools inspected in one area. No data.									
Northern Mariana Islands	Public	13	13	1					1		
	Non-public	No data on nonpublic schools.									
Virgin Islands	Public	34									
	Non-public										

Sources: Data shown for the number of public schools were either supplied by the state reports, or were entered from the *Statistics of Public Elementary and Secondary School Systems—Schools, Pupils and Staff: Fall 1980*. U.S. Education Department, National Center for Education Statistics.

Data shown for the number of nonpublic schools were either supplied by the state reports, or were entered from the table, *Number of Private Elementary and Secondary Schools, by Type of School and by State: Fall, 1980*. U.S. Education Department, National Center for Education Statistics.

[1] The state of Arizona reported 372 private schools have been inspected, however the Education Department's records indicate that only 221 nonpublic schools are located within the state (per notes above).

[2] The state of Iowa reported more schools inspected than Education Department records indicate are operated by the state (per notes above).

Report's Additional Remarks On Status of State Compliance

The following "additional notes on the individual state reports" were included by the Education Department in its unreleased report to the Congress on asbestos-control efforts involving schools.

Alabama's State Building Commission has contracted with Safe-State, a University of Alabama consulting service, to inspect, sample, and analyze all suspected asbestos material in the public elementary and secondary schools. A report is expected in September 1983.

Alaska, as of July 1983, reported that some LEA's (Local Education Agencies) have inspected their buildings and some asbestos has been found.

Arizona said that since the E.P.A. does not require schools to report to their SEA (State Education Agency), its data are most likely not complete. Of the 372 nonpublic schools reporting friable asbestos, only 52 submitted samples for analysis.

Arkansas reported that of its 370 LEA's, 358 had reported to the SEA; 172 had buildings with asbestos and 74 of those had taken corrective action by June 1983, and 43 had deferred action.

California's report contained no data to be tabulated.

Colorado's report contained no data to be tabulated. The Service Employees International Union survey reported that almost all Colorado schools with asbestos problems have taken appropriate action.

Connecticut has 100 LEA's in which 170 buildings were suspected of having asbestos; 40 of the 170 buildings needed immediate removal of the asbestos; 36 removal projects have been completed or were in process (June 1983). No data were reported on the nonpublic schools.

Delaware gave no data on its nonpublic schools. All inspections were made under the pre-May 1982 rules.

District of Columbia reported it has surveyed all of its schools and found friable asbestos in 5 public-school buildings and 3 nonpublic-school buildings. The hazard has been abated by encapsulation in the public schools.

Florida requires annual inspection of all elementary and secondary schools and community colleges for hazardous asbestos. Prior to July 1, 1980, 1,608,374 square feet of hazardous material was removed. In 1980-81, Florida appropriated $6.5 million for this purpose; in 1981-82, $3.9 million. Except for problems in Wakulla, Broward, and Orange counties, all hazardous asbestos has been removed or is now being removed.

Georgia's report (July 1981) was incomplete, aside from the failure to provide data on the nonpublic schools. No later report.

Hawaii reported that it removed all the hazardous asbestos from all of its public schools at a cost of $10.1 million. No data were reported on the nonpublic schools.

Idaho had not reported as of early August 1983.

Illinois sent to E.D. a copy of the report it made to comply with the E.P.A. rule. The data are still incomplete.

Indiana reported that it had screened all of its schools, public and nonpublic. However, the data from its several reports are conflicting and incomplete. There was no report of corrective actions by the nonpublic schools.

Iowa's most recent report was submitted in 1981 and was incomplete. It included no mention of its nonpublic schools.

Kansas indicated that it has all the data for its public and nonpublic schools, and can supply the data in a specific format, if requested.

Kentucky in 1981 reportedly inspected its schools, public and nonpublic, and knew which ones had asbestos. It reportedly had records on all aspects of the asbestos control activity. However, its report to the Secretary gave no figures to indicate exactly what had been done.

Louisiana's summary report was to have been mailed on June 28, 1983. It has not arrived. Louisiana "lends assistance" to its LEA's for asbestos detection in all school buildings, public and parochial.

Maine provides 50-50 matching funds to its LEA's for asbestos detection, and has legislation pending to provide 90-percent state funding for repair or removal of asbestos in its public schools. No data were provided on the nonpublic shcools.

Maryland reportedly is in "full compliance" and for every public school, a detection program has been undertaken and the SEA has information on "related control activities and the date that these activities were completed." No data were submitted for tabulation.

Massachusetts submitted no data on its schools, public or nonpublic, in its three reports, which were strictly "descriptions of activities" in accordance with the state plan.

Michigan expected to submit a full report in August 1983.

Minnesota reported no data on asbestos detection or control.

Mississippi's descriptive report provided no data on detection or control.

Missouri submitted no data on asbestos detection or control in its summary report.

Montana submitted no detection or control data.

Nebraska submitted no summary report.

New Hampshire described what it has done, with a minimum of hard data. Corrective actions have ranged in cost to LEA's from "several thousand to over two million dollars."

New Jersey submitted no reports.

New Mexico estimated it would cost $3.9 million to abate its asbestos problems by encapsulation at $2.50 per square foot, and $12.6 million as the cost of removal at $8.00 per square foot.

New York reported to be complying, but its descriptive reports include no data.

North Carolina supplied no data on its nonpublic schools.

North Dakota has not submitted its report.

Ohio has been active but its report included no data.

Oklahoma said all of its 7,000 buildings have been "surveyed," 70 of its LEA's found asbestos problems, and 47 of the LEA's have removed the hazardous material. About 1.117 million square feet have been removed at a cost of $2.992 million. Only 4 LEA's now have problems, and they are to be corrected soon.

Oregon, on July 12, 1983, promised " a full accounting shortly."

Pennsylvania reported that the state has paid $5,890,367 for abatement and expects to pay an additional $8,234,095.

Rhode Island reported all LEA's have inspected all their schools and that it has "exceeded" the requirements of the Asbestos School Hazard Detection and Control Act of 1980.

South Carolina. Of its 978 "schools," 190 have been found to have friable asbestos, and in 50 schools "removal or abatement" activities have been undertaken.

South Dakota. Of the 195 public LEA's and 137 nonpublic school systems, 111 have made the inspections, and 38 found asbestos. Most of the data submitted cannot be tabulated.

Tennessee reported "100 per cent attainment" in its detection program for public schools undertaken in 1981. Of the nonpublic schools, 22 percent have participated in the program. At least 12 LEA's have taken some corrective action.

Texas. The Texas records are incomplete.

Utah's report showed some voluntary activity, but no data were provided on control activities that can be tabulated.

Vermont has not submitted a plan or reports.

Virginia's report showed that of 63 LEA's with asbestos, 20 "have corrected asbestos" and "43 have uncorrected asbestos." They expected to have a final report by the end of summer 1983.

Washington. All of its 300 LEA's "completed and filed a report of their building survey."

West Virginia reportedly has surveyed "all its school systems during 1982 and 1983 concerning the status of asbestos detection and control," however, they did not report the results to E.D.

Wisconsin has not complied with the reporting requirement.

Wyoming reported that all but 11 of its 49 LEA's have reported regarding the presence of asbestos.

American Samoa. No report submitted.

Guam. No report submitted.

Puerto Rico. No report submitted.

Trust Territory said all of its 6 "local agencies" have "reported" and that only one found asbestos, supposedly not hazardous. The reporting cannot be considered definitive.

Northern Mariana Islands reported that it has 13 public shcools, of these the one with asbestos is now closed. No data were supplied on any nonpublic school.

Virgin Islands contracted with a firm to do the inspection of its schools to perform the analysis of suspected friable materials, and to make recommendations for corrective action. The firm had not performed these tasks as of July 15, 1983, and legal action to force its compliance was being contemplated.

Urban Districts' Financial Health Linked to Costs of Educating Poor

Continued from Page 1

sources. I think that's the way to handle the problem. . . . We should concentrate on the kinds of kids who go to those schools."

By 1980, the pupil composition of the sample districts had already changed considerably, and the trend is expected to continue.

"Over the decade, the population of large cities has become less wealthy, with an increased concentration of minorities and a growing incidence of elderly," the report says. "Urban school systems reflect some similar demographic features: they are increasingly composed of children who are poor and from minority backgrounds. . . . What is clear is that central cities have a high incidence of educationally needy children and that their numbers are likely to grow."

In the majority of the sample cities, public-school enrollment declined by more than 20 percent—or nearly twice the national average—between 1969 and 1979. But the rapid decline produced a financial cushion for many cities, particularly those that were not heavily reliant on enrollment-driven state aid, leading to increased per-pupil expenditures. By 1978-79, all but four of the sample cities had per-pupil expenditures at least equal to their states' averages.

At the same time, however, the cities became poorer, as measured by per-capita income, with urban income declining relative to states' average income.

The study included two other dimensions in its analysis of funding prospects: the proportion of children living in poverty (the national average is 4.5 percent) and the proportion of children under age 5 (the national average is 7.2 percent). Where the proportions exceeded the national averages, districts were presumed to be "burdened."

"To what extent cities will be able or willing to raise additional revenues for schools may be the critical issue," the report says. "The current urban population composition does not suggest a strong constituency for increasing school taxes. In addition, cities are constrained in levying taxes on businesses because of concerns about business flight. While at the present time most central-city school districts in the sample appear to have favorable levels of expenditures per pupil, it is likely that more than average resources are needed to educate their student populations."

The final factor in the analysis was "weighting" expenditures to reflect each district's proportion of poverty-level students. Drawing on the practices of several states that provide extra aid for such children, the researchers concluded that it costs about 25 percent more than the average to educate a child from a poverty-level family.

Ms. Tron cautioned that the study does not take into account developments since 1980, such as Proposition 2 ½ in Massachusetts and cuts in federal aid, that might have affected the fiscal position of the districts.

Based on expenditures, state prospects, and demographic factors as of 1980, the researchers categorized the sample districts according to prospects for funding and identified characteristics common to each of the categories.

The types of districts and salient characteristics are:

- **Districts with good prospects.** These spent more than 10 percent above the national per-pupil average in 1980 and maintained this advantage even when the expenditure was weighted to reflect incidence of poverty in the district. Per-capita income in these cities is around the state average, but revenue efforts are higher. These districts tend to rely heavily on local revenue for schools (which is why they are higher-than-average spenders) and are best able to absorb declines in state and federal aid. Most have lower-than-average incidence of children under 5, suggesting they will not be strained by sudden enrollment increases. They tend to be located in the northern half of the country and in states with good or average funding prospects.

Examples: Denver, Minneapolis, Pittsburgh, Seattle.

- **Districts with average prospects.** These were spending within 10 percent of the national average or more than 10 percent above average, but the high incidence of poverty offset that advantage. They did tend, however, to spend well above their states' averages. They include four of the five county districts in the sample and are located in the Midwest, Southeast, and West.

Examples: Charlotte-Mecklenburg, N. C., Dallas, Indianapolis, St. Louis.

- **Districts with poor prospects.** These spent more than 10 percent below the national average or spent close to the average but "appear seriously deficient when their excess incidence of poor children is taken into account." They tend to have per-capita incomes below their state averages and higher-than-average tax efforts, and they tend to be located in states with poor fiscal prospects.

Nearly all the districts in this category had higher-than-average incidences of children under 5, and several were in the Southeast, where state equalization formulas tend to work to the disadvantage of the relatively wealthier cities.

Examples: Hartford, New Orleans, Newark, Salt Lake City.

Cities With Good Funding Prospects

		Compared to State Averages					
	Local share of school expenditure	Incidence of children in poverty	Per capita income	Per capita own-source revenue	Aggregate revenue effort	Incidence of children under 5	State prospects
Boston	60%	200%	88%	152%	174%	5.3%	Good
Cleveland	38	230	79	129	164	7.8	Average
Denver	63	130	105	149	139	6.7	Average
Kansas City, Mo.	58	110	109	129	120	7.2	Average
Milwaukee	43	200	98	86	87	7.8	Good
Minneapolis	50	110	105	95	89	6.0	Good
New Castle County (Wilmington)	34	90	110	—	—	6.7	Good
Pittsburgh	51	140	95	109	113	5.3	Average
Portland	64	110	109	110	103	6.5	Good
Providence	63	190	91	113	127	6.3	Good
Richmond	66	160	95	160	169	6.0	Average
Seattle	28	80	117	128	112	4.9	Good
Washington	80	140[1]	123[1]	—	—	5.4	—

[1] Compared to national average.

Cities With Poor Funding Prospects

		Compared to State Averages					
	Local share of school expenditure	Incidence of children in poverty	Per capita income	Per capita own-source revenue	Aggregate revenue effort	Incidence of children under 5	State prospects
Baltimore	39%	250%	72%	98%	138%	6.7%	Good
Birmingham	44	110	99	163	163	7.5	Poor
Detroit	37	240	81	103	127	7.9	Good
Hartford	57	370	66	137	211	7.8	Good
Houston	56	80	122	103	84	7.9	Poor
Kansas City, Kansas	41	180	89	64	74	8.2	Average
Memphis	52	160	105	68	65	7.7	Poor
New Orleans	34	150	104	120	120	7.9	Poor
New York	49	150	97	128	132	6.7	Good
Newark	16	400	56	56	104	8.7	Good
Tulsa	52	80	129	133	103	7.3	Average
Salt Lake City	60	110	116	161	138	8.9	Poor
San Antonio	27	160	79	49	62	8.6	Poor

Cities With Average Funding Prospects

		Compared to State Averages					
	Local share of school expenditure	Incidence of children in poverty	Per capita income	Per capita own-source revenue	Aggregate revenue effort	Incidence of children under 5	State prospects
Albuquerque	21%	60%	121%	115%	95%	7.8%	Average
Atlanta	51	160	98	185	184	7.1	Poor
Buffalo	36	150	79	128	52	6.6	Good
Chicago	49	210	89	88	99	7.7	Good
Cincinnati	55	190	95	140	148	7.5	Average
Columbus	45	140	94	91	97	7.6	Average
Clark County (Las Vegas)	26	110	97	—	79	7.2	Poor
Dade County (Miami)	35	100	103	—	—	5.8	Average
Dallas	57	95	119	107	90	7.4	Poor
Indianapolis	36	130	107	96	90	7.6	Poor
Jefferson County (Louisville)	42	70	123	—	—	7.3	Poor
Los Angeles	15	150	102	86	85	[illegible]	Average
Mecklenburg County (Charlotte)	42	80	127	—	—	[illegible]	Poor
Oakland	15	160	93	96	103	6.9	Average
Omaha	69	110	108	84	77	7.2	Average
Philadelphia	38	210	85	159	186	6.4	Average
San Diego	31	100	98	70	72	6.4	Average
St. Louis	44	220	85	158	186	7.1	Average

Talks Break Down in Boston

Continued from Page 11

fered the teachers' union a 3-percent raise in the first year of the contract and 5-percent raises for each of the two remaining years.

The union has demanded an 8-percent increase for each year of the contract, according to the department's report.

On seniority, the department is requesting what it terms "limited rights" for principals to select teachers on the basis of qualifications. School principals would be allowed to select one of three senior teachers who are qualified for the open position.

The school department has proposed continuing teacher benefits under the health and welfare fund but reducing the city's contribution because, according to the report, the fund now has a $7-million surplus.

The city's teachers are now required to be at work 15 minutes before classes begin; the school department wants up to five additional hours each month for inservice sessions and faculty meetings and two evenings a year for conferences with parents, the report explained.

The department is also seeking to increase the work schedule of teachers from 180 days to 182.5 days. "This would allow planning for the school year before opening day, as well as end the practice of deducting inservice training from students' class time," the report asserted.

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TAX TROUBLES

Education groups are joining Ohio's governor in his fight to prevent the repeal of a 90-percent increase in income taxes that would cos public schools $637 million.

See Page 5.

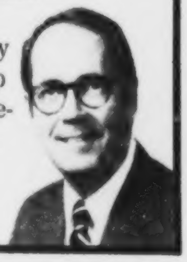
PAY PROPOSALS

Unhappy with the thinking of a state panel studying merit pay, a Florida teachers' union has developed its own alternative plan that would establish a professional career ladder and raise overall salaries for teachers.

See Page 8.

REFORM PLANS

Pennsylvania's governor wants a new core curriculum for public schools, incentive pay for teachers, rewards for top pupils, and mandatory state-funded remedial programs.



See Page 6.

EDUCATION WEEK

American Education's Newspaper of Record

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'To Introduce Adolescents to the Person of Jesus'

Youth Ministers' Activities Raise Policy Issues for Educators

By Hope Aldrich

"Hey, man, you still driving that Maverick?" calls out a young man standing by the doors of the high school.

"Wanna come over to my house tonight, watch the ball game?" he asks another.

It is lunchtime, and as students pour out of the Washington, D. C., school, many cluster around the young man they call John.

John is dressed casually in a navy rugby shirt marked with the initials "YL." Though he is older, he talks in the style of the students. His voice rises and falls with the same rhythms.

"Hey, John, what movie we gonna see Tuesday?"

"Dunno. What you wanna see?"

"Dunno. Seen 'em all."

As they chat on—about movies, cars, ballgames—John sways and pivots with the same body movements the teen-agers use. The students, with broad smiles, grasp for his outstretched hand.

He is John Wagner, 24 years old, a native of Upper Marlboro, Md., and a graduate of Wake Forest University. He is also a full-time paid staff member of Young Life, one of the nondenominational evangelical groups that in recent years have developed a growing cadre of "youth

Continued on Page 14

BEN BOBLETT

John Wagner and a student.

N.A.S.B.E. Panel Recommends Better, Not Longer, Schooling

Report Outlines Policy Options for Education Reform

By Susan Walton

New Orleans—A task force convened by the National Association of State Boards of Education has recommended that state boards focus their attention on increasing the amount of time spent on instruction during the existing school day, rather than working to extend the school day or the school year.

That recommendation—which diverges from proposals made last spring by the National Commission for Excellence in Education—is part of a package of "policy options" presented to the approximately 250 state-board members who convened here last week for NASBE's 25th annual meeting.

The suggestions, contained in a report entitled "State Board Options for Policy Development" and outlined at a session of the meeting, are intended to guide board members in responding to the problems outlined recently in numerous national reports on education.

Acknowledging that boards in many states share responsibility for education with legislatures and education departments, the task force focused its attention on "those issues over which state boards of education have influence and which are most critical to achieving the goal of excellence in education."

The task force, made up of board members from each state, emphasized that its intent was not to "recommend each state board do the same, but to reach an understanding about the various options available. . . ."

"We have raised the policy questions that must be answered as each state continues to move in the area of educational change," the report states. "The need for change and the reasons are different in each state."

As speakers at that and other sessions noted, reform efforts are already well under way in many states, and were, in many

Continued on Page 16

F.B.I. Raids Prompt Call for the Teaching of Computer Ethics

By Charlie Euchner

The Federal Bureau of Investigation's seizure of computer equipment from young people in 13 cities earlier this month has focused national attention on what experts say is an increasingly vexing problem—protecting the security of information stored in large computer databases.

Experts say the practice of gaining access to data stored in large computers—which involves the use of a microcomputer, telephone lines, and attachments called "modems" that translate computer pulses into current that can travel through telephone lines to other computers—has resulted in as much as $1 billion in damage annually and serious breaches of privacy.

That many of the so-called "hackers" whose activities have been discovered are young, experts add, indicates a need for elementary and secondary schools to teach ethics of computer use in computer courses. No major education organization has yet devised a formal code of ethics, they say, and teachers often do not know of their students' improper computer activities.

Gregory Cops—the principal of Irvine Woodbridge High School in Irvine, Calif., the school attended by four of the hackers investigated by the F.B.I.—said the F.B.I. disclosures would probably cause schools to be more careful in protecting their own computerized records. He said access to his school's records can be obtained by guessing a simple code, which is usually a name.

The F.B.I. seized the computer equipment of 15 young people earlier this month after the G.T.E. Telenet Communications Corporation reported that its computer data had been tampered with. G.T.E. discovered the

Continued on Page 17

Education Groups Jointly Endorse School Reforms

Forum Gives Top Priority To Improving Teaching

By Cindy Currence

Agreeing with recent national reports that teaching "is the crucial link to school improvements," a coalition of national education organizations scheduled a Washington press conference this week to present its "consensus" on that and other issues raised in the reports.

The group's response represents the first unified effort of major education groups to produce recommendations to guide local educators in implementing reform policies, according to Harold Hodgkinson, moderator of the Forum of Educational Organization Leaders.

The forum includes the American Association of Colleges for Teacher Education, the American Association of School Administrators, the American Federation of Teachers, the Council of Chief State School Officers, the Education Commission of the States, the National Association of State Boards of Education, the National Association of Elementary School Prinicipals, the National Association of Secondary School Principals, the National School Boards Association, the National Congress of Parents and Teachers, and the National Education Association.

Support for Reforms

In a preamble to a draft of its report, the coalition indicated its support for many of the newly proposed reforms aimed at producing educational "excellence," but asserted that it sees no conflict between that goal and the goal of expanding opportunity through education.

"We do not support," the leaders said, "a repeal of the constructive made-in-America reforms of the last 25 years: more appropriate education for the handicapped and non-English-speaking students; school desegregation; school nutrition programs; student rights; and more adequate pay and protection for those in educational careers." The coalition urged a "continuation of the agenda of the 50's and 60's to make educational opportunities available for all children."

The principal recommendations in the draft document concerned methods for making the teaching profession more attractive and improving the quality of the teaching force.

Continued on Page 16

IN SUMMARY

Creationism Advances in Louisiana
The state supreme court has upheld the legislature's right to order creationism to be taught along with evolution. **Story on Page 6.**

Pennsylvania Joins the Reform Movement
The governor urges a core curriculum and proposes rewards as well as tests for both students and teachers. **Story on Page 6.**

Military Recruiting in New Hampshire
Restrictions by school districts on "bird-dogging" recruiters has led to a state law allowing them limited access to schools. **Story on Page 6.**

A Plan of Their Own
A Florida teachers' union, dissatisfied with a state proposal, has devised an alternative merit-pay plan. **Story on Page 8.**

Religion in Schools
A bill that would deny federal aid to schools that bar student religious meetings is attacked in House hearings. **Story on Page 10.**

Funds and Flexibility Cut
The National Institute of Education's research priorities are tabled as bidding on the labs and centers is deferred. **Story on Page 10.**

Supreme Court Decisions (Cont.)
The Court lets stand a lower court's imposition of a desegregation order that resulted in school closings. **Story on Page 10.**

Agreeing on a Budget
The Congress has approved a $15.22-billion budget for education in 1984—some $200 million less than last year. **Story on Page 11.**

Disagreeing With a Decision
A losing bidder condemns the process that awarded a contract for the national vocational-education research center. **Story on Page 11.**

The Top of the Class
"Outstanding" mathematics and science teachers from across the nation are honored at the White House. **Story on Page 12.**

Commentary .... 18 and 24
Databank 13
Deadlines 20
Events 20
Hearings 10
In Federal Agencies 10
Letters 19
Marketplace 23
New Bills 10
Publishing Column 19
Status of Legislation 12
Washington News 10

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PAGE 2

THE WEEK

A SUMMARY OF NEWS AND EVENTS

FEDERAL

Trade Panel Alleges Art-Supply Firms Fixed Prices Illegally

The Federal Trade Commission has determined that four major art-supply manufacturers have engaged in a price-fixing conspiracy and ordered them to pay $2.27 million to state education agencies affected by the overcharges.

The F.T.C. had accused Binney & Smith Inc., Milton Bradley Co., American Art and Clay Inc., and the Joseph Dixon Crucible Co. of illicitly agreeing among themselves to set prices of crayons, clay, paint, and other art supplies, thus artificially inflating their cost to states.

According to spokesmen for the commission, all 50 states and U. S. territories will share in the settlement reached with the companies. The money will be divided among the states on the basis of their average public-school population between 1972 and 1976.

Private Schools Getting More Aid, New Study Shows

Last year, about 15 percent of the federal education funds received by 32 urban school districts under the Chapter 2 block grant went to private schools, up from about 5 percent during the 1981-82 school year, when the block grant was not in place, according to a study by the Council of Great City Schools. *(See chart on this page.)*

More than $9 million of the $61.3 million received by the council's 32 members under Chapter 2 last year was paid to private schools in the form of textbooks, computers, transportation, and other services, according to the report. In 1981-82, the year before the block grant went into effect, about $5.2 million of the $103.2 million in federal categorical aid received by the council's 32 member school systems was passed along to private schools, according the the council's estimates.

In 1980-81, about 28 percent of the 4.4 million students in the cities of the 32 school systems were enrolled in private schools, the report notes.

House Set To Vote On Close-Up Bill

The House was scheduled to vote late last week on a bill that would reauthorize the Close-Up Foundation program, which brings approximately 16,000 high-school students to Washington annually to observe the workings of the federal government. *(See Education Week, May 5, 1982.)*

The measure, H. R. 3324, would also remove law-related education programs from the Chapter 2 education block-grants program and provide them with at least $500,000 annually under the Secretary of Education's discretionary fund.

Representative Carl D. Perkins, Democrat of Kentucky and chairman of the chamber's Committee on Education and Labor, defended the Close-Up program during debate on the reauthorization bill on Oct. 17, noting that federal funds generate matching private funds on a nine-to-one basis.

From fiscal years 1979 to 1982, the program received $1 million annually from the government. The bill under consideration would increase that amount to $1.5 million retroactive to fiscal 1983.

Representative John N. Erlenborn, Republican of Illinois and ranking minority member of the education panel, acknowledged that "Close-Up is doing a good job" but argued against the measure.

"It appears to me that we have succeeded in assisting the Close-Up Foundation to get established," Representative Erlenborn said. "In my view, the time has come to free the program from reliance on federal assistance."

He added that the program "is ready to stand on its own instead of becoming more dependent upon federal aid."

Mr. Erlenborn also argued against pulling the law-related education programs from Chapter 2. "If we continue to pull programs out of the block grant, we will be replacing the promised flexibility with reassertion of strong federal direction that inevitably follows federal funds awarded through categorical programs," he said.

E.D. Stand on Title IX Remains Unchanged

The director of the Education Department's office for civil rights said last week that he will seek to reopen

Chapter 2 Aid to Public and Private Schools
Spending Estimates

	Categorical programs		Block grant		
	Public and private 1980-81	Public and private 1981-82	Public 1982-83	Private 1982-83	Total 1982-83
Albuquerque, N.M.	$510,000	$486,147	$460,003	$28,840	$488,843
Atlanta	1,630,000	1,300,000	827,138	59,030	886,168
Baltimore	1,750,186	1,176,254	1,212,835	214,030	1,426,865
Birmingham, Ala.	284,114	576,927	425,000	25,000	450,000
Boston	3,332,080	659,003	1,011,068	390,425	1,401,493
Buffalo, N.Y.	6,698,530	7,851,652	950,000	250,000	1,200,000
Chicago	5,820,000	6,784,273	5,449,996	908,260	6,358,256
Cleveland	15,499,068	4,968,874	1,045,812	188,375	1,234,187
Columbus, Ohio	5,732,335	3,537,746	663,240	95,000	758,240
Dade County, Fla.	2,820,046	2,624,959	2,940,506	157,400	3,097,905
Dallas	3,975,387	2,654,230	1,439,868	71,100	1,510,968
Denver	1,862,017	784,156	717,848	98,100	815,948
Detroit	7,304,073	4,830,800	3,200,000	600,000	3,800,000
Long Beach, Calif.	190,283	183,386	279,000	31,000	310,000
Los Angeles	19,817,260	10,458,362	7,177,423	900,000	8,077,423
Memphis, Tenn.	1,249,441	1,043,532	951,069	100,210	1,051,279
Milwaukee	8,527,592	7,836,847	2,400,106	296,500	2,696,606
Minneapolis	700,000	679,371	546,026	58,400	604,426
Nashville	1,036,940	795,675	557,240	43,660	600,900
New Orleans	2,110,699	1,903,758	658,400	185,000	843,400
New York	21,165,781	14,525,753	9,024,866	2,530,000	11,554,866
Norfolk, Va.	1,077,959	641,519	455,000	45,000	500,00
Oakland, Calif.	1,007,273	625,937	301,638	30,000	331,638
Philadelphia	8,781,436	5,609,099	2,876,345	670,000	3,546,345
Pittsburgh	887,135	463,949	595,836	142,140	737,976
Portland, Ore.	714,878	686,000	610,000	35,000	645,000
Rochester	1,565,232	3,076,523	830,000	150,000	980,000
St. Louis	7,798,795	5,131,487	750,000	–	750,000
San Francisco	2,340,442	1,610,144	855,682	196,000	1,051,682
Seattle	7,012,840	4,230,337	731,530	192,000	923,530
Toledo, Ohio	1,693,452	879,592	371,000	103,000	474,000
Washington, D.C.	7,155,121	5,081,817	1,859,360	328,000	2,187,360
Total	$152,004,195	$103,196,711	$52,223,935	$9,070,370	$61,294,305

Source: Council of the Great City Schools

DATABANK

The American Teacher: A Profile of Trends In the Profession

These tables, reflecting aspects of the supply-and-demand situation in the teaching profession, are drawn from recently released reports by the National Education Association and the Council of Graduate Schools: "Teacher Supply and Demand in Public Schools, 1981-82," by the N.E.A. and "Survey of Graduate Enrollment," by the C.G.S.

Graduates Prepared to Teach And Bachelor's and First Professional Degrees, 1949-50 Through 1980-81

Year	Total graduates prepared to teach [1]	Total bachelor's and first professional degrees	Teacher-education graduates as percent of BA and first-professional-degree graduates
1949-50	115,477	433,734	26.6%
1950-51	106,797	—	—
1951-52	99,150	331,924	29.9
1952-53	91,443	—	—
1953-54	85,801	292,880	29.3
1954-55	87,408	285,841	30.6
1955-56	97,586	309,514	31.5
1956-57	109,091	338,436	32.2
1957-58	114,411	363,502	31.5
1958-59	119,421	382,904	31.2
1959-60	130,203	392,440	33.2
1960-61	129,188	392,710	32.9
1961-62	142,343	417,846	34.1
1962-63	153,843	447,622	34.4
1963-64	174,133	498,654	34.9
1964-65	190,209	530,003	35.9
1965-66	198,599	551,047	36.0
1966-67	219,587	590,547	37.2
1967-68	233,281	666,710	35.6
1968-69	264,217	764,185	34.6
1969-70	284,276	827,234	34.4
1970-71	315,558	877,676	35.7
1971-72	317,254	930,684	34.1
1972-73	313,141	972,380	32.2
1973-74	279,145	999,592	27.9
1974-75	238,212	978,849	24.3
1975-76	222,049	988,395	22.5
1976-77	194,036	982,908	19.7
1977-78	181,348	987,735	18.4
1978-79	163,443	990,238	16.5
1979-80	143,935	999,601	14.4
1980-81	140,639	1,003,700	14.0

Sources: N.E.A. Research Studies of Teacher Supply and Demand, N.C.E.S. Reports on Earned Degrees and Projections of Education Statistics.

[1] Graduates prepared for library-science assignments are included for years prior to 1965-66.

Number of People, Aged 21 to 65 in 1981, Who Had Completed Certification Requirements For Teaching

Status in Fall 1981	Number Estimated
Employed as public-school teachers, 1980-81	2,200,000
Graduates completing preparation to enter teaching for first time in fall 1981	140,000
Former teachers	
In other employment	1,350,000
In the labor reserve	530,000
Never employed as teachers in public schools	
In other employment	1,530,000
Did not apply for teaching jobs (920,000)	
Applied for but not employed in teaching jobs (610,000)	
In the labor reserve	350,000
Did not apply for teaching jobs (310,000)	
Applied for but not employed in teaching jobs (40,000)	
Total persons prepared to teach	6,100,000

Source: National Education Association

Estimated Demand for New Teachers Based On Criteria of 'Quality'

Source of Demand	Elementary	Secondary	Total
Enrollment change and trends toward improved staffing	-12,000	-15,000	-27,000
Teacher turnover	74,300	62,250	136,550
Temporary replacement of teachers having substandard qualifications	1,900	2,400	4,300
Reduction in number of overcrowded classes	127,500	125,400	252,900
Enlarged numbers enrolled in special education	35,000	22,250	57,250
Enlarged numbers enrolled in kindergarten and nursery school	10,800	—	10,800
Reduction in number of misassigned teachers	21,000	30,600	51,600
Enlargement of school offerings	10,000	40,000	50,000
TOTAL	268,500	267,900	536,400

Source: National Education Association

Total Graduate School Enrollment, by Discipline Area: 1982 Enrollment, Percent Change from 1981

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public—Master's Highest	34,679 -6.8%	7,292 -5.3	20,903 -1.1	3,507 +21.0	3,769 +12.3	9,362 -5.9
Private—Master's Highest	3,165 -5.4	665 -7.9	7,060 -8.8	841 +51.5	343 +2.1	1,195 -0.2
Public—Ph.D. Highest	108,579 -4.1	51,054 +1.6	102,611 +1.4	44,096 +6.5	41,747 +6.8	73,325 -0.7
Private—Ph.D. Highest	19,738 -7.5	18,495 -2.3	54,261 -2.5	16,420 +4.8	20,541 +3.3	16,666 +0.2
TOTAL						
Master's Highest	37,844 -6.7	7,957 -5.5	27,963 -3.2	4,348 +25.9	4,132 +11.4	10,577 -5.3
Ph.D. Highest	128,317 -4.7	69,549 +0.5	156,892 0.0	60,516 +6.1	62,288 +5.6	89,991 -0.5
Public—Master's and Ph.D.	143,258 -4.8	58,346 +0.6	123,514 +1.0	47,603 +7.5	45,536 +7.2	82,687 -1.3
Private—Master's and Ph.D.	22,903 -7.2	19,160 -2.5	61,341 -3.3	17,261 +6.4	20,884 3.3	17,861 +0.2
TOTAL						
Master's and Ph.D.	166,161 -5.1	77,506 -0.2	184,855 0.5	64,864 +7.2	66,420 +6.0	100,548 -1.0

Percent Change in Master's Degrees Awarded, by Discipline Area From 1981 to 1982

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public—Master's and Ph.D.	-6.3%	-3.8%	+0.8%	+4.1%	+0.9%	-3.2%
Private—Master's and Ph.D.	-2.0	0.0	+2.5	+10.0	+8.0	-0.7
Total	**-5.6**	**-2.9**	**+1.4**	**+5.7**	**+3.2**	**-2.8**

Percent Change in Doctorate Degrees Awarded, by Discipline Area From 1981 to 1982

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public—Ph.D.	-1.9%	-2.2%	-3.7%	+4.9%	+3.8%	-1.6%
Private—Ph.D.	-15.4	-2.6	+1.9	-1.8	+1.1	+3.5
All Ph.D.	-4.7	-2.4	-1.8	+2.8	+2.8	-0.4

Source: Council of Graduate Schools

Estimated Number of Teachers in Elementary and Secondary Schools, and Instructional Staff in Institutions of Higher Education

	Fall 1982	Fall 1983
Total elementary, secondary, and higher education	3,274,000	3,264,000
Public	2,761,000	2,751,000
Private	513,000	513,000
Elementary and secondary teachers [1]	2,404,000	2,394,000
Regular public schools	2,110,000	2,100,000
Regular private schools	275,000	275,000
Other public schools	14,000	14,000
Other private schools	5,000	5,000
Elementary teachers [1]	1,364,000	1,359,000
Regular public schools	1,165,000	1,160,000
Regular private schools	187,000	187,000
Other public schools	10,000	10,000
Other private schools	2,000	2,000
Secondary teachers [1]	1,040,000	1,035,000
Regular public schools	945,000	940,000
Regular private schools	88,000	88,000
Other public schools	4,000	4,000
Other private schools	3,000	3,000
Higher education instructional staff [2]	870,000	870,000
Public	637,000	637,000
Private	233,000	233,000

[1] "Regular" schools include schools that are a part of state and local school systems and also most nonprofit private elementary and secondary schools, both church affiliated and nonsectarian. "Other" schools include subcollegiate departments of institutions of higher education, residential schools for exceptional children, federal schools for Indians, and federal schools on military posts and other federal installations.

[2] Includes full-time and part-time staff with rank of instructor or above, and junior staff, such as graduate assistants, who provide instruction in colleges, universities, and professional schools.

Note: Fall enrollment is usually smaller than school-year enrollment, since the latter is a cumulative figure that includes students who enroll at any time during the year.

Source: National Center for Education Statistics, U.S. Education Department.